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ABSTRACT

This volume lists legislation and relevant reform strategies as outlined by the Urban High School Reform Initiative, a Federal effort designed to review urban educational and related problems, examine the Federal role in urban secondary education, and develop recommendations for a more effective Federal response. The document, intended to make Federal and State educational program managers more aware of urban secondary school needs and more able to use their funds to meet those needs, is arranged by Federal law. Titles I through XIII of the Elementary Secondary Education Act (ESEA) are described, as are numerous other acts and programs related to vocational education, alcohol and drug abuse, counseling and guidance, handicapped and disadvantaged students, professional development, research and dissemination, and other areas. Each law, title, or act is evaluated in terms of whether reform is under State or local option, and at which level (Federal, State, local, or institutional) key decisions are likely to be made. (Author/GC)

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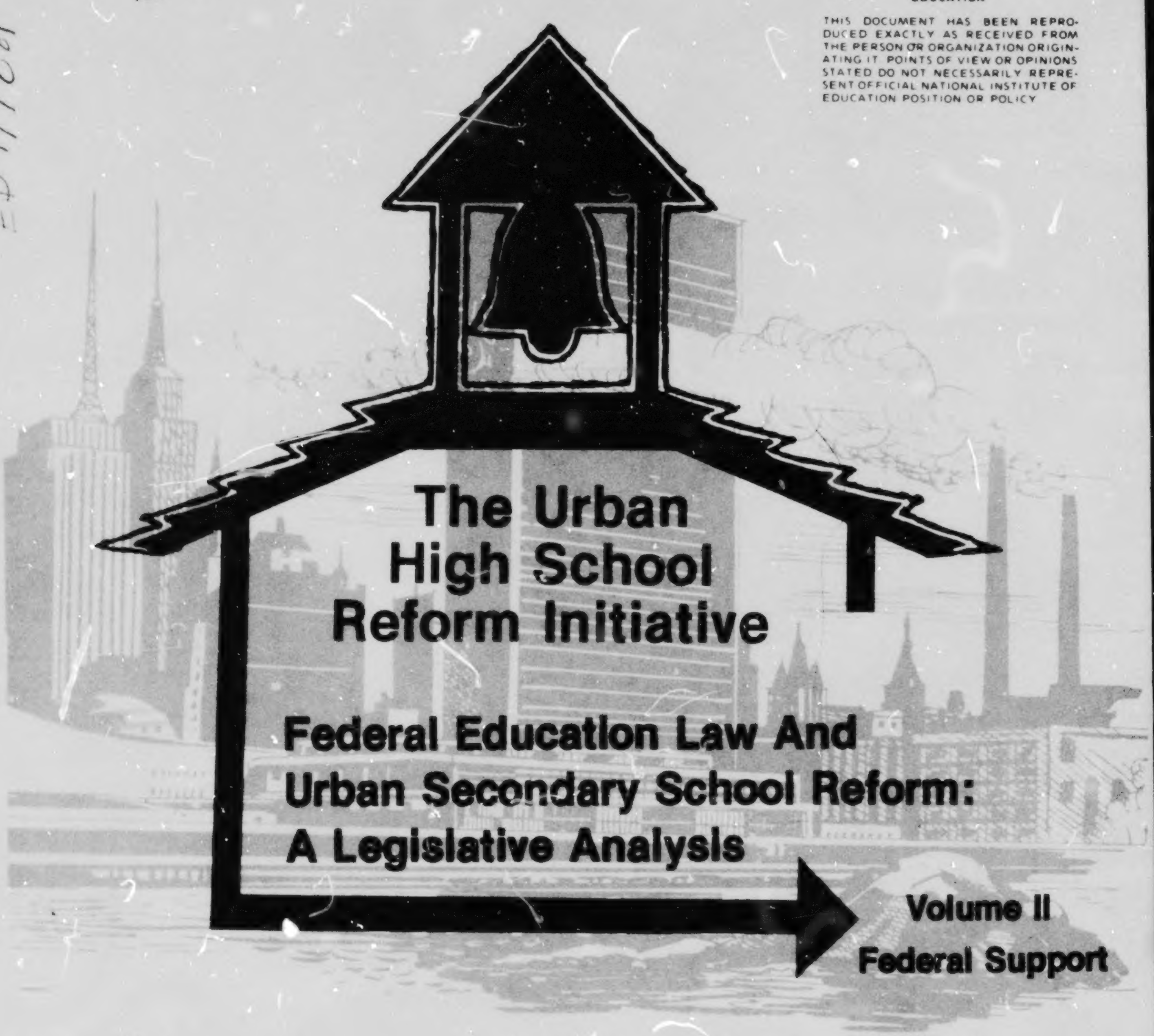

The Urban High School Reform Initiative

Federal Education Law And Urban Secondary School Reform: A Legislative Analysis

Volume II
Federal Support

September 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

UD 020 261

ERIC/CUE

FEDERAL EDUCATIONAL LAW AND URBAN SECONDARY SCHOOL REFORM: A LEGISLATIVE ANALYSIS

VOLUME II: FEDERAL SUPPORT

Prepared by the Urban High School Reform Initiative

September, 1979

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FEDERAL EDUCATIONAL LAW

and

URBAN SECONDARY REFORM

THE MATRIX

	ESEA Title I	II	III &	IV	V	VI	VII	VIII	IX	X-XIII	Alcohol & Drug Abuse	Career Education	Vocational Ed.	Handicapped Ed.	Higher Education	OE (GEPA)	NIE, NCES (GEPA)	Other Fed. Programs
I. Shared Decision Making																		
A. School Site Councils	X	X	X	X	X	X	X				X	X			X			X
B. School Site Budgeting Discretion																		
II. Diverse Learning Environments																		
A. Program Development (General Authority)	X		X	X	X	X									X			
1. Program Needs Assessment	X	X																
2. Curricula																		
a. basic skills	X	X	X	X		X											X	
b. school/work			X									X	X				X	X
c. special needs	X		X				X	X	X	X	X	X	X	X	X			
3. Materials/Technologies	X	X		X		X		X					X					
4. Flexible Structures			X	X		X		X	X				X	X				
5. Counseling/Diagnostic Teaching	X	X		X					X				X	X	X			X
6. Incentives for Students	X	X	X	X		X												
7. Program Evaluation			X															
B. Professional Development (General Authority)		X		X			X	X	X		X	X	X	X				X
1. Management Training				X	X										X			X
2. Staff Training	X			X			X			X			X		X			
3. Staff Incentives	X			X	X								X		X			X
III. School Community Development																		
A. Networking (General Authority)		X	X	X			X										X	
1. Public Relations			X		X	X												
2. Incentives for Outreach																		
a. reimbursement/tax credit													X					X
b. Fed/State Convening Authority	X	X		X	X			X				X	X			X	X	
3. Parent/Volunteer	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		
4. Business/Labor/Industry		X		X		X							X					
5. Cultural Agencies			X	X				X	X									X
6. Public/Private School	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
7. Higher Education		X	X			X	X		X						X			
8. School Facility Usage								X		X		X	X					
B. Coordinated Youth Services (General Authority)	X		X												X			
1. Social Services	X							X			X							X
2. School/Work Services			X										X					X
a. computerized information													X		X			X
3. Desegregation Assistance					X	X	X											X
IV. School Finance and Red Tape																		
A. School Finance Equalization (General Authority)			X		X					X							X	
1. "Urban Weighting"				X									X					
2. Secondary Level Compensatory $	X	X		X		X												
3. Discretionary Grants		X	X	X		X		X				X			X			
B. Red Tape Reduction (General Authority)	X			X	X					X								
1. Multiple Year Funding				X		X	X			X								
2. Single Applications					X					X								X
V. Research and Dissemination (General Authority)	X		X	X	X										X	X	X	
(Special Concerns)		X					X	X	X				X	X			X	

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INTRODUCTION: FEDERAL EDUCATIONAL LAW AND URBAN SECONDARY SCHOOL REFORM A LEGISLATIVE ANALYSIS

Volume I : Reform Recommendations
Volume II: Federal Support

Urban secondary schools house the most pressing problems confronting American education today. Yet, our assessment of existing U.S. Office of Education programs shows that the Federal Education Division is doing very little to help. The original goal of the Commissioner's Initiative on Urban High School Reform was to write legislation that would foster reform in urban secondary schools. It became apparent in the fall of 1978 that new secondary or urban legislation was highly unlikely, given the recent reauthorization of the Elementary and Secondary Education Act (ESEA) and the budget tightening brought on by tax revolts. We then focused our efforts on how existing federal programs could support urban secondary school reform.

The ultimate direction for federal support must come from local urban practitioners and State and national educational leaders. At regional conferences, we listened to the testimony of nearly 1,000 people - urban secondary school students, parents, teachers, counselors, principals, district administrators, State officials, community organization and public agency leaders, legislative staff, clerics, postsecondary educators and national organization leaders from across the United States. They told us what they wanted their secondary schools to do. They alerted us to school site-level problems they face and recommended strategies for solving them. It was our job to match those recommendations to sections of existing Federal legislation.

In Volume I: Reform Recommendations: We hope:

> To help urban secondary school practitioners get the best use from available Federal programs, since new urban or secondary legislation is unlikely at this time; and

In Volume II: Federal Support: We hope:

> To make federal and State educational program managers more aware of urban secondary school needs and more able to use their program funds to meet those needs.

Both volumes I and II can be useful to everyone concerned about urban secondary education. Cross-referencing is encouraged. Volume I: Reform Recommendations is intended primarily for the use of local secondary school practitioners and other non-Federal, non-State Agency educators. It is organized according to major reform themes and recommendations distilled from the detailed ideas generated by local conference participants, national urban experts and policy makers. The five major themes for urban secondary school improvement are:

I. Shared Decision-Making;
II. Diverse Learning Environments;
III. School Community Development;
IV. School Finance and Red Tape; and
V. Research and Dissemination.

Each of the themes is broken down into sub-headings. They represent specific reform recommendations, such as III.A.3. Parent/Volunteer Involvement or IV.B. Red Tape Reduction. A brief description of each theme and reform recommendation, as well as a discussion of relevant Federal educational law introduces the respective sets of legislative citations.

Volume II: Federal Support is arranged by Federal law. Each program manager will receive a package listing the reform activities that the program's legislation could support. Other federal, State and local officials will also find it useful. The Elementary and Secondary Education Act (ESEA) is presented by Title, whereas all other Education Acts appear under their major label, such as the Vocational Education Act or the Higher Education Act. Note that all allusions to Titles that appear in the text of either Volume refer to Titles of ESEA unless otherwise indicated.

For people not familiar with all the Federal education laws, a brief narrative describes each piece of legislation and its potential significance to urban secondary schools precedes each package of citations. Recommended action steps for federal administration of the law are also offered.

The matrix at the front of this document serves as a table of contents for both Volumes. The left side of the matrix outlines Volume I: Reform Recommendations. The page numbers listed on the far right apply to Volume I. Across the top of the matrix are the pieces of federal legislation that are discussed in Volume II. The page listings on the bottom refer to Volume II.

Each "X" in the matrix represents a section of Federal educational law that, we believe, could support an urban secondary school reform activity. Our legislative analysis is not perfect. Program managers have already alerted us to some discrepancies. The Office of General Counsel will have to review each before implementation can occur. It is designed to be broad enough to cover all the major reform areas, and at the same time, specific enough to help a parent, a guidance counselor and/or a federal Title I official find what they need.

A parent, who wants to use Volume I might turn to the section on Parent/Volunteer Involvement, III.A.3 (pp.). He will find a complete rundown of legislation that supports parent and volunteer help in schools.

The Counselor who wants Federal funds to build a school to work component into his program will be able to look at several parts of Volume I. He can check for (1) legislative citations supporting program innovation (2) specific school to work programs; (3) authorizations for guidance and counseling program development; and (4) school community development activities if he wants to extend his program beyond the school building. The corresponding sections of the analysis are:

(1)____________II.A. Educational Program Development: General Authority, pp.____;
(2)____________II.A.2.b. Curricula: School/Work, pp.____;
(3)____________II.A.5. Counseling/Diagnostic Testing; pp.____;
(4)____________III.B. Coordinated Youth Services: General Authority, pp.____; and
III.B.2. School/Work Services; pp.____.

He can also, refer to Volume II under ESEA, Title IV-D for information on guidance and counseling legislation.

The Title I program who wants to see what Title I is legislatively capable of doing for urban secondary educational reform, need only find Volume II of the report. All reform recommendations for each Title of ESEA, the other major educational acts and even some other Federal Agency programs are presented by Title, Act and/or Agency. Title I, being the largest piece of elementary and secondary legislation, is cited liberally.

Explanation of the Chart:

The chart on each page contains technical information on how the legislation works. It lists applicable sections of the law on the left side of the page. The right hand side deserves some explanation. It looks like this:

	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
Column:	1	2	3	4	5	6
*Denotes key decision point						

It works like this: One of the first three columns always has a check-mark indicating how specific the federal legislative language is:

Column 1: If the law explicitly permits an activity, then USOE (or NIE) can help the urban secondary schools by making the activity an Administrative Priority.

Column 2: If the law is generally Open, then USOE can support use of program funds for an activity by making a specific Regulations Entry. This would clarify the law but not serve where the law is silent. Such entries are subject to the established Congressional review process.

Column 3: If the law Does Not Encourage the activity, then USOE should push for Legislative Change so that federal funds can be used to meet the special needs of urban secondary schools.

Column 2 is marked rarely. Recommendations for regulations entries must be cleared through the Office of General Counsel prior to implementation. If a recommendation is not deemed legal, then it could become a suggestion for legislative action. It would than be moved over to Column 3.

Column 3 is also checked very infrequently. Given the facts that ESEA was recently reauthorized and that Congress is under pressure to cut government spending, new legislative action is unlikely. It also should be noted that existing Federal Legislation is very progressive and supportive of reform concepts. Regressive interpretations of the law at every level of federal, State and local government are responsible for its seeming constrictiveness. If Federal program managers are encouraged to eschew timid or "safe" interpretations of the law, their fully authorized programs could promote a great variety of reform activities.

The degree to which the Federal Education Division can exercise this reforming force is defined by its relationship to the checks under State Option; Local Option or Other. The word "option" was chosen for use on the chart as it best covers the range of words appropriate to different laws and types of programs, such as "requirement" or "choice."

Columns 1, 2, 3. If the asterisk, denoting "key decision point," is attached to the check-mark in any of three columns under Federal Action, then federal priorities are most important.

Column 2. If the asterisk is under State Option, then the federal response is limited to encouraging the State agency to take appropriate action on behalf of urban secondary school reform.

Column 5. If the asterisk is under Local Option, then secondary reform is a matter for local discretion. The federal and/or State government is more or less limited to persuading LEA officials of the importance of the reform.

Column 6. If the asterisk is under Other, then an institution of higher education, non-public school, private non-profit organization or public agency has the right to exercise its discretion. It should be noted, however that most programs having an "Other Option" are Federal discretionary programs with specific targets and/or objectives. The key decision point is, therefore, likely to be at the federal level.

Note that if the asterisk appears in more than one column, it indicates that the law gives joint authority to the two agencies.

A few examples may help at this point. Title I, section 124(a) - the central authorization for the program's support of compensatory education, is clearly oriented toward local discretion. Therefore, the asterick denoting the key decision point is always under Column 5, Local Option. One additional check-mark appears under Column 1, USOE Administrative Priority and one under Column 4, State Option, because Title I is a State Formula program administered at all three governmental levels.

For another example, look at the Vocational Education Act's section 132(a), which authorizes exemplary and innovative vocational programs. The legislation permits funds to go to the States for programs involving local education agencies and/or other institutions. Since the State has discretion over funds distribution, the asterick falls under Column 4, State Option, while checks go in the Column 1, Administrative Priority, Column 5, Local Option and Column 6, Other columns.

A final example, comes under Parent/Volunteer Involvement and the Adult Education Act. It is noted that the Act lacks authorization for the training of parents who would like to become school volunteers. Therefore, the long check-mark and asterisk fall under columns pushing for Legislative Change. If USOE's General Counsel ruled that such training is authorized under an existing broad section of the Adult Education Act, then the check and asterisk would be placed under Regulations Entry. Another check would be entered under Column 5, Local Option when that authority was granted. Once again note that there has been no General Counsel review of this document. Such review is obligatory before implementation can take place.

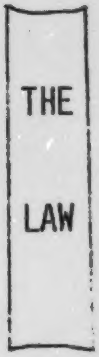
Legislative Analysis:

As we mentioned above, Federal educational legislation is much broader than many educators realize. It, particularly the recently reauthorized ESEA, is progressive. It is certainly amenable to the promotion of urban secondary reform activities.

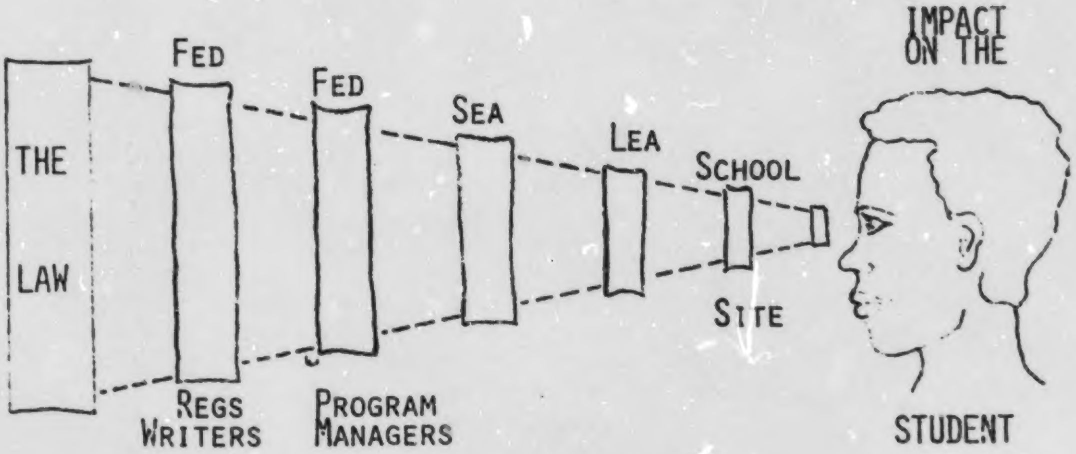
Regressive interpretations of the law at every level of government effectively decimate its potential impact. Experienced federal regulations writers, wary of Office of General Counsel rejections.

avoid excessive rewrites by sending narrow amplifications of the law up through the administrative line. Educational program managers, worried about audit exceptions, stick close to the regulations and act to block any deviations. By the time the program reaches the school site, its mission is tightly prescribed. The process of delimitation looks something like an old-fashioned retractable hand telescope.

The Law as it is enacted by Congress:



The Law as it is retracted:


THE
LAW
FED
REGS
WRITERS
FED
PROGRAM
MANAGERS
SEA
LEA
SCHOOL
SITE
IMPACT
ON THE
STUDENT

It should be noted that it can work in reverse. State and local program people have been known to take undue liberties with the Law in order to satisfy particular biases or perceived needs.

Actually, it is not surprising that urban school people think of federal educational law as generally unsupportive. Congressional Education Committee staff members explained that urban concerns have to be given "sub-rosa" treatment in order to be translated into law. Congress, not being numerically or traditionally urban in orientation, is disinclined toward enacting direct urban education legislation. Therefore, policy makers, lobbyists and others pushing for Federal support of hardpressed inner city schools tend to be content with legislation that demonstrates a "hidden urban agenda."

Examples are: the Title I concentration grants; low-rent housing subsidies in Impact Aid; the emphasis on the disadvantaged in Title IV-C authorizing language; Vocational Education's and Title IV-B's special weighting for disadvantaged students; and Title IX-D, the Safe Schools Act.

The advice to urban educators from those Congressional staff members is to capitalize on that "hidden agenda" and to work to make other broad, discretionary programs meet their needs. At last November's Annual meeting of the Council of Great City Schools, two Washington officials intimately involved with the substance and the passage of ESEA called it the greatest piece of legislation for urban education since 1965. They warned, however, that anti-inflation, anti-government spending momentum combined with increasing Congressional interest in the youth employment issue will operate to limit educational appropriations in the near future. Part of the special appeal of the Department of Labor's (DOL) Comprehensive Employment Training Act (CETA) and its Youth Employment Demonstration Project Act (YEDPA) is that there are fewer sluices in the DOL network - the money goes directly to the city's prime sponsor, often the mayor, whereas in education State and Local Education Agencies each take an administrative bite before the funds reach the children. Congressional distaste for the various levels of each educational program's administration is, however, insufficient impetus for large scale legislation to consolidate programs or to give block grants directly to LEAs or school sites. Smaller evidence of that distaste might be descried in Title I's schoolwide projects (Section 133), which relieves school officials of restrictions inherent in categorical programs.

Given the law's "sub-rosa" support of urban education, it has been relatively easy for Federal and State program officers to neglect urban concerns. The presumed suburban and rural bias of the educational bureaucracy at both levels of governance is blamed for the lack of program interaction with inner city schools, particularly at the secondary level. The fact that only a negligible percentage of federal educational funds were destined for urban secondary schools in FY 78 lends credence to this presumption. Other factors tend to exacerbate the problem. For instance, urban secondary school bureaucracies tend to be more complex, and more politically attuned, thus less accessible to intervention than the more homogenous suburban and rural school systems. Even if there is no bias, there certainly is lack of expertise and awareness about urban secondary school conditions. The career path of most educational bureaucrats probably does not include recent exposure to inner city schools. The resultant ignorance leads to poor communications and/or insensitive treatment.

The Urban High School Reform Initiative will meet its objective of improving bureaucratic awareness of the urban educational crisis and of avenues for providing assistance to city schools by circulating its final reports, Roles for Reform and this legislative analysis.

The specificity and extensiveness of the citations have been criticized for appearing to be too promising, when, in fact, the programs, often, have very limited funding opportunities and/or very little flexibility or "room to move." In other words, we have been accused of stretching the point in some cases.

We acknowledge the restrictiveness of many program operations. We realize, as well, that urban superintendents are not going to hang on every citation with bated breath over the prospects of finding that much-needed multi-million dollar budget supplement. We do feel, however, that too many pieces of legislation are subjected to unnecessarily narrow and routine interpretations by cautious advisors, thereby ruling out many urban secondary school reform activities. Take Title I as an example; because of tradition, politics and inertia it remains almost entirely an elementary level program. There are not just a few multi-million dollar budget supplements socked away in that cookie jar.

Many federal program officers are hesitant about overstepping the boundaries of the federal role in public education. The law prohibits USOE from exercising control or directing local educational practices. It is conceivable that some of the policy recommendations garnered from local practitioners could be seen as overly advocatory. However, let us remember that a special initiative cannot be timid. If it is to serve its purpose, it must advocate.

We also believe that by citing each and every potentially relevant section of educational law, both urban secondary school constituents and Federal, State and local bureaucrats will begin to ask questions. Even asking "why not?" would be a step in the right direction. It could serve as an agent against entrenchment and inertia - an incentive for initiative.

The Urban High School Reform Initiative

THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

ESEA addresses primarily the nationally acknowledged need to improve basic skills achievement. Nearly ninety percent (90%) of the ESEA appropriations is devoted to educationally/economically disadvantaged children. Over the past decade almost $27 billion has been provided to improve the basic educational achievement of our Nation's children.

Congress in reauthorizing ESEA in 1978, passed a progressive piece of legislation, that has been referred to by some experts as the best education act for urban schools since the original ESEA of 1965. The three basic features of the law are:

1. it retains categorical funding for targeted groups and purposes as opposed to unrestricted block grants;
2. it places a heavy emphasis upon reducing Federal red tape, coordinating existing programs and clarifying rules and requirements; and
3. while many of the large programs were only slightly modified, new initiatives to meet needs not adequately addressed in previous law were incorporated, such as parental involvement, private school inclusion, and Title I concentration grants for high poverty school districts.

The new ESEA is the result of the most extensive set of hearings ever conducted by Congress on Federal aid to elementary and secondary education. The Department of Health, Education and Welfare offered hearings across the country to afford the public every opportunity to participate in the development of program regulations. As the Federal law most important to American secondary education, ESEA calls for the following analysis of each Title.

Title I

Title I is the largest Federal education program. It is expected to provide services to some 7 million children in its fourteenth year of operation. The program contributes to the cognitive, emotional social and/or physical development of educationally disadvantaged children. Its FY 1979 appropriation totals approximately three billion dollars. Supplemental appropriation for concentration grants (Sec. 117), authorized at 400 million dollars, added substantially to the basic appropriation. It is a categorical, formula-based program, which allows for little Federal or State discretion over the use of funds. Both USOE and the SEAs have considerable Title I administration and monitoring responsibilities. Local school districts decide how to spend the money within the parameters established to insure that funds are used: (1) to supplement not supplant local resources; and (2) to compensate for educational disadvantages of eligible students.

Title I, the bulwark of the original ESEA, has a deeply ingrained tradition of focusing on elementary schools. Evaluation studies are beginning to bear out the successes attributable to Title I support at the elementary level. But those achievement gains tend to fade in the junior and senior high schools. This is so in spite of legislative language (Sec. 124(k)) that requires LEAs to sustain gains through such means as summer, intermediate and secondary level programs. These assessments have led policy makers to push for the spending any additional compensatory dollars at the secondary level. The State of California is already committed in that direction. The U.S. Office of Education is considering a similar policy emphasis. Language in both the House and the Senate Committee reports on the reauthorization of ESEA support the shift:

> The Committee wishes to re-emphasize that Title I is not solely a program for elementary school children. It is expected that the Commissioner will clearly indicate in regulations that the Federal government is neutral with respect to the focus of Title I programs .... (House Committee Report, p. 26).

Title I is controversial, largely because it involves so much money. Debates constantly range over alleged fraud, abuse and well intentioned misuse across the country. The line between "supplementing" and "supplanting" is indistinct. Questions about the "fairness" of the formulas; "comparability;" follow the child provisions; "pull-out" practices; the political participation and financial reimbursement of parents and teaching aides; use of research and evaluation funds; and other issues keep this Title in the news.

Some have even recommended the dissolution of Title I; yet, it clearly has more supporters than detractors. The recent refinements of the original legislation should add to its impact in urban areas. The Education Amendments of 1978 featured several improvements:

- formula changes that will include a greater AFDC count and reflect new urban poverty counts (Sec. 111);
- the mandate for parental involvement was underscored (Sec. 125);
- new concentration grants for high poverty school districts will impact heavily on urban schools (Sec. 117); and
- incentive grants for States mounting their own compensatory programs were authorized, although appropriations are in question (Sec. 116);
- school-wide projects are authorized where 75% of the enrollment is poverty-count (Sec. 133).

Title I continues to provide a high degree of flexibility to local school districts. The language requires almost everything under the educational sun: needs assessment; curriculum; development; staff training; and even monetary incentives for teachers; parent, and volunteer involvement coordination with other social service agencies; evaluation; research; demonstration; and dissemination. The flexibility of Title I is in the choice of grade levels and approaches to meeting compensatory educational needs.

The program issues contracts for evaluation and for technical assistance centers (TACs) to help SEAs and LEAs with evaluations.

Recommendations for Federal Title I Administration:

1. Assess accurately the degree of need and the degree of participation in Title I programs at the secondary level;
2. Enter into the regulations a statement authorizing secondary level Title I expenditures;
3. Encourage SEAs and LEAs, through conferences and other Title I network lines, to direct additional compensatory education funds to secondary school students;
4. Facilitate the diffusion and replication of such programs; (in concert with JDRP, Title IV-C, State IVD networks, and NDN);
5. Push for full funding of Sections 117 concentration grants and school-wide projects;
6. Encourage LEAs to use allotments for schoolwide projects (Sec. 133) where possible, particularly in secondary schools;

7. Encourage more parental involvement at the secondary level;
8. Develop exemplary secondary level compensatory programs (in concert with Basic Skills, Title IV-C and NDN);
9. Be prepared to provide technical assistance on how to engage in secondary school reform especially in school-wide projects;
10. Promote coordination with other Federal and State categorical programs targeted on youth (Health, Employment and other social services); and
11. Improve TAC interaction with urban secondary schools.

ESEA P.L. 95-561
Title I

I. Shared Decision Making
A. School Site Councils

	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Adminis-trative Priority	Regula-tions Entry	Legis-lative Change	State Option	Local Option	Other
-sec. 124(i)(j) - mandates participation of teachers, school board members and parents in planning and evaluating Title I programs.	X			X	X*	
-sec. 125(a) - mandates elected Parent Advisory Councils (PACS). The PAC has authority to advise in planning, implementation and evaluation of Title I programs.	X			X	X*	
-authority for approval by PAC of budgeting and organization design would have to be added by legislative amendment although the LEA can delegate approval authority to PAC if it wishes. The LEA cannot be absolved of ultimate accountability.			X*		X*	
-( ) - There is no language pertaining to PAC coopertion/collaboration with a school site council.		X* or	X*			
-sec. 125(d) - mandates training of PAC members.	X			X	X*	
-sec. 133(b) - authorizes school-wide projects which are required to involve teachers, parents, teacher aides, administrators and secondary students in the project's development.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title I	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
II. Diverse Learning Environments A. Educational Program Development (General Authority)	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 124(a) - authorizes the development of programs to meet the special educational needs of low income children.	X			X	X*	
-sec. 133(a) - authorizes the development of school-wide educational programs for schools with 75% or more children from low income families.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title I II. Diverse Learning Environments A. Educational Program Development 1. Program Needs Assessment	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 124(b)(c) - mandates LEA needs assessment and planning.	X			X	X*	
-sec. 133(b)(1)A - mandates comprehensive assessment and planning for school-wide projects. SEA has approval authority.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title I	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 2. Curricula a. basic skills	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 117(a) - the authorization for the "concentration grants" emphasizes basic skills programs for children in LEAs in counties with especially high concentrations of children from low income families.	X			X	X*	
-sec. 124(a) and sec. 133(a) - compensatory education programs traditionally have a basic skills orientation.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title I II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-Part B: State Operated Programs - authorize use of funding for LEAs involved in the following special programs:						
-sec. 141(a) - migrant education	X			X*	X	
-sec. 146(a) - handicapped education	X			X*		
-sec. 151(a) - neglected and delinguent education	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title I II. Diverse Learning Environments A. Educational Program Development 3. Materials/Technology	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 124(a) - authorizes the acquisition of equipment only when necessary.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title I II. Diverse Learning Environments A. Educational Program Development 4. Flexible Structures	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 124(K) - requires LEAs to sustain educational gains through such means as summer programs.	X			X	X	

'Denotes key decision point

ESEA P.L. 95-561 Title I	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
II. Diverse Learning Environments A. Educational Program Development 5. Counseling/Diagnostic Testing	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 129 - Congress encourages the development of individualized educational plans for all students participating on a Title I program.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title I II. Diverse Learning Environments A. Educational Program Development 7. Program Evaluation	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 124(g) - mandates LEA program evaluations	X			X	X*	
-sec. 133(b)(6) - mandates evaluation of schoolwide projects.	X			X	X*	
-sec. 183(a);(c) - authorize independent and jointly sponsored evalutions of local programs and specific school projects.	X*			X	X	X

*Denotes key decision point

ESEA 95-561 TITLE I II. Diverse Learning Environments B. Professional Development 2. Staff Training	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 124(a) - authorizes training for teachers and counselors	X			X	X*	
-sec. 124(1) - authorizes training of educational aides, volunteers, parents and other para-professionals	X			X	X*	
-sec. 125(d) - authorizes training of PAC members, some of whom may be on the school staff	X			X	X*	
-sec. 133(b)(5) - authorizes staff training for school-wide Title I projects	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title I	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
II. Diverse Learning Environment B. Professional Development 3. Staff Incentives	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 124(a) - provides for salary bonuses at local option.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title I	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 2. Incentives for Outreach b. Federal/State Convening Authority	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 125(e) - USOE is required to sponsor regional workshops on parent involvement, although a separate appropriation of funds is necessary.	X*					

*Denotes key decision point

ESEA, P.L. 95-561 Title I	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 3. Parent/Volunteer Involvement	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 124(j) - LEAs must afford parents an opportunity to assist their children in succeeding in the educational program.		X		X	X*	
-sec. 124(1) - authorizes training of volunteers	X			X	X*	
-sec. 125(d) - mandates a training program for PAC[1] members.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title I	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 6. Public/Private School Cooperation	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 124(f) - requires LEAs to coordinate with other public and private agencies delivering or able to deliver comparable services.		X		X	X*	X
-sec. 130(a) - mandates that LEA provide comparable services to educationally deprived children in elementary and secondary private schools, if legally possible. Authorized activities include: dual enrollment and sharing of educational materials and technology.	X			X	X*	X
-sec. 130(b) - if the LEA is unable to fulfill this obligation, USOE is authorized to use by-pass provisions to ensure that compensatory services are available to these children.	X*			X		X

*Denotes key decision point

ESEA P.L. 95-561 Title I ESEA	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
III. School Community Development B. Coordinated Youth Services (General Authority)	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 124(f)(1) - mandates LEA coordination with other community services in developing its plans.	X			X	X*	X

*Denotes key decision point

ESEA P.L. 95-561 Title I	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
III. School Community Development B. Coordinated Youth Services 1. Social Services	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 124(f)(2) - authorizes LEAs to use funds for health, social or nutrition services - only if it requests assistance from SEA to coordinate with other service agencies.	X			X	X*	X
-sec. 166 - requires the State to assist LEAs with the coordination of health, nutrition and other social service programs.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title I	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
IV. School Finance and Red Tape A. Finance Equalization 2. Secondary Level Compensatory $	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 124(K) - requires LEAs to sustain gains through such means as summer programs and intermediate and secondary level programs.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title I IV. School Finance and Red Tape B. Red Tape Reduction (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 133(c)(2) - in authorizing schoolwide projects the law relieves the LEA of requirements with respect to the co-mingling of funds and reduces reporting requirements.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title I	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
V. Research and Dissemination (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 166 - requires each State to disseminate research and exemplary program information.	X			X*		
-sec. 183(h) -instructs USOE to develop a system for disseminating exemplary program information.	X*					

*Denotes key decision point

Title II: Basic Skills

The new Title II essentially replaces the old National Reading Program administered by Right to Read with a comprehensive basic skills improvement program. The first $20 million appropriated for the program is to be used by the Commissioner for National discretionary grants. Any money over that funding level will be allocated to States that must in turn expend 50% of those funds for State leadership and 70% of the remainder at the local level. Given the FY 1979 appropriation of $27,750,000, the National program carries significantly more weight.

The most important characteristics of the new legislation as compared to the old National Reading Improvement Act for urban secondary educators are:

(1) It extends the program to secondary schools where basic skills deficiencies are becoming increasingly noticeable (Sec. 201, etc);

(2) It expands the program to include mathematics, and oral and written communication training, which makes it more conducive to use at thesecondary level (Sec. 201-232);

(3) It emphasizes the development of means by which parents can and

(4) It encourages the involvement of the private sector (Sec. 201,208).

Another extremely important aspect of the National Program is the premium put on coordination particularly at the State level, between programs involved in basic skills education, including Titles I and IV of ESEA, Teacher Corps and Teacher Centers (Sec. 210). It is a central requirement of the law that each basic skills project be coordinated with all other activities and funds affecting basic skills achievement in the same location. This same priority appears in the language describing the State Programs (Sec. 222d). Each local project is required to develop comprehensive school-level basic skills programs that coordinate all Federal and State and local resources. In keeping, with the shared decision-making strategy of the Urban Conferences, teachers, administrators and parents must be involved in the development of local goals, needs assessment, diagnostic testing of all students, training, parent activities, evaluation procedures and other necessary components of a comprehensive basic skills plan.

As the Director of the Program has pointed out, abundant resources are being devoted to basic skills education. Approximately 80% of the Federal elementary and secondary education budget, or 20 programs with a total budget of $5.5 billion dollars, is targeted at improving reading, math and communication skills. The Director, therefore, avers that the problem is not a lack of resources, but a lack of coordination at the Federal, State and local levels.

The legislation is, then, quite specific about processes. As to the specific content of the local programs, it should be emphasized that the law as well as the regulations are deliberately general to permit local discretion and innovation. Title II could definitely be supportive of urban secondary educational reform, given Federal leadership. Its emphasis on comprehensive school-based program development and involvement of community resources, especially parents, helps make it rife with potential for helping urban junior and senior high schools.

The new legislation also authorizes contracts for regional basic skills teams to stimulate and assist LEAs and SEAs in basic skills improvement.

Recommendations for Federal Title II Administration:

1. Give high priority to urban secondary programs through appropriate Federal leadership activities;
2. Include urban junior and senior high schools among the approximately 115 awards school-wide projects in FY 1980;
3. Ensure that the regional basic skills technical assistance teams have urban and secondary expertise;
4. Carry out the coordination mandate (Sec. 210) at the Federal, State and local levels. Contribute heavily to the coordination of Youth Policy programs in general by sharing program expertise and resources;
5. Continue to work closely with the Youth Employment Program (Title III-F) and other education and work programs to develop conceptual and practical links between basic educational skills achievement and youth employability;
6. Carry out the parent/volunteer/private sector involvement mandates of the legislation. Include the above in the school-level councils (Sec. 222(d)) that are required to design comprehensive school-wide basic skills programs;
7. Help develop criteria other than quantitative, test-score data for evaluating the effectiveness of secondary basic skills programs. Work with USOE office of Planning and Evaluation;
8. Follow through on FY 1979-1981 priority to develop exemplary secondary level programs suitable for inner city schools in concert with Titles I, IV-C and NDN; and

9. Facilitate the diffusion and replication of such programs in concert with JDRP, Title IV-C; State [illegible] Networks and NDN in accordance with projected program priorities for FY 1982-83.

ESEA P.L. 95-561 Title II Basic Skills	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
I. Shared Decision Making A. School Site Councils	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 206 - authorizes the Secretary to support activities designed to involve parents and volunteers in basic skills program.		X*			X	
-sec. 222(d) - mandates the participation of teachers, administrators and parents in the development of comprehensive school site programs	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
II. Diverse Learning Environments A. Educational Program Development 1. Program Needs Assessment	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Othe
-sec. 205(1) - encourages school-wide needs assessment	X				X*	
-sec. 222(d)(1) - under the State Plan, the law requires diagnostic needs assessment at school level for comprehensive basic skills instruction.	X			X*	X	

*Denotes key decision point

ESEA Title II Basic Skills II. Diverse Learning Environments A. Educational Program Development 2. Curricula a. basic skills	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
Part A: National Program						
-sec. 205(3) - authorizes the development of comprehensive programs for instruction in the basic skills.	X				X*	
-sec. 208(a)(b) - authorize special school-community activities, such as Reading Academies to improve the basic skills achievement of children and youth.	X			X	X	X*
-sec. 210 - requires coordination between this Title and Titles I and IV of this Act, Title V of the Economic Opportunity Act, Title V of the Higher Education Act and other federal programs to improve basic skills for all.	X*					
Part B: State Program						
-sec. 222(d) - authorizes SEAs to make grants to LEAs for the development of comprehensive basic skills programs.	X			X*	X	
-sec. 224(1) - authorizes the development of comprehensive statewide programs that provide instruction in the basic skills.	X			X		

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills II. Diverse Learning Environments A. Educational Program Development 3. Materials/technology	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 207 - authorizes grants for the development and demonstration of educational technologies and materials.	X*				X	X
-sec. 208(a)(1)(4) - authorizes grants for book distribution activities.	X*				X	X
-sec. 222(3) - authorizes the development of materials useful for parent involvement in basic skills instruction.	X			X*	X	
-sec. 231(a) - authorizes contracts for inexpensive book distribution.	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
II. Diverse Learning Environments A. Educational Program Development 5. Counseling/Diagnostic Testing	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Oth
-sec. 222(d)(1) - requires each school to complete diagnostic assessments of all students.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561
Title II
Basic Skills

II. Diverse Learning Environments
A. Educational Program Development
7. Program Evaluation

	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 204(a) - authorizes grants for evaluations	X*			X	X	X
-sec. 221(4) - encourages State leadership in evaluation of basic skills programs.	X			X*		
-sec. 222(d)(5) - mandates evaluation of school level projects.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills II. Diverse Learning Environments B. Professional Development (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Oth
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-Part A (National Program)						
-sec. 205(5)(6) - authorizes training of all those involved in basic skills programs.	X*				X	
-sec. 207(4) - authorizes training for teachers, administrators, and other instructional personnel in the use of educational technology.	X*				X	X
-Part B (State Program)						
-sec. 221(5) - authorizes training of educational staff, including special reading and mathematics personnel and specialists.	X			X*	X	
-sec. 222(d)(3) - authorizes training for teachers, teacher aides, and administrators to enable better basic skills instruction.	X			X*	X	
-sec. 224(4) - authorizes in-service training programs for local administrators, instructional personnel and other staff members involved in instruction in the basic skills.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills III. School Community Development A. Networking (General Authority)	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec 205(4) - authorizes grants for the demonstration of techniques for coordinating efforts of LEAs and other agencies to improve basic skills achievement	X*				X	X
-sec. 208(a)(3) - authorizes grants for community efforts to encourage improved basic skills achievement.	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills III. School Community Development A. Networking 1. Public Relations	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 222(a)(7) - requires States to make provision for the dissemination of information about the program to the general public.	X			X*	X	X

Denotes key decision point

ESEA P.L. 95-561 Title II	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 2. Incentives for Outreach b. Federal/State Convening Authority	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 204(a) - authorizes grants to SEAs, LEAs, and other public and private organizations for planning, demonstrations, training and dissemination activities.	X*			X	X	X
-sec. 224(2)(5) - under the provision for State leadership activities, States may involve local teacher, parents and other community organizations in developing basic skills improvement strategies.	X			X*	X	X
-sec. 222(a)(2) - mandates involvement of parents, teachers, administrators, and other specific groups in the planning, development, implementation and evaluation of a comprehensive State program.	X			X*		

*Denotes key decision point

ESEA , P.L. 95-561 Title II Basic Skills III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
Part A: National Program						
-sec. 206 - authorizes training programs for parental/ volunteer participation in basic skills instruction.	X*				X	
-sec. 208(a)(2)(3) - authorizes grants for community efforts including voluntary tutorial programs to improve basic skills achievement among children, youth and adults.	X*				X	X*
-sec. 208(b) - the activities in 208(a)(2) are to be known as Reading Academies.	X*				X	
Part B: State Program						
-sec. 221(3) - encourage States to develop means by which parents can participate in basic skills instruction.	X			X*	X	
-sec. 222(d)(4) - requires participating LEAS to design ways of involving parents in basic skills instruction.	X			X	X*	
-sec. 222(e) - authorizes grants to LEAs to develop comprehensive parent participation and training programs.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
III. School Community Development A. Networking 4. Business/Labor/Industry	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 208(a) - authorizes the involvement of labor unions and business associations in community basic skills efforts.	X*				X	X

Denotes key decision point

ESEA P.L. 95-561
Title II
Basic Skills

III. School Community Development
A. Networking
6. Public/Private School Cooperation

ESEA P.L. 95-561 Title II Basic Skills / III. School Community Development A. Networking 6. Public/Private School Cooperation	FEDERAL LEGISLATION: Permits / USOE ACTION: make Administrative Priority	Is Open / make Regulations Entry	Does Not Encourage / push Legislative Change	State Option	Local Option	Othe
Part A: National Program						
-sec. 202(a) - requires States and LEAs to include private school children in their project designs.	X*			X	X	X
-sec. 204(a) - authorizes grants to private agencies as well as the public educational agencies.	X*			X	X	X
-sec. 208(a) - supports total community cooperation in improving basic skills achievement.	X			X	X	X
Part B: State Program						
-sec. 222(a)(2)(A) and sec. 222(b) - requires States to include provisions for private elementary and secondary school students.	X			X*	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills III. School Community Development A. Networking 7. Higher Education Involvement	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 208(a) - authorizes the involvement of IHEs in community tutorial, book distribution and other reading activities.	X*				X	X (IHEs)
-sec. 210 - mandates coordination between Title II, and Higher Education Act, Title V (Teacher Corps and Teacher Centers).	X*					
-sec. 222(a)(2)(B) - mandates that States consult representatives of IHEs in Title II, the comprehensive State program.	X			X*		X (IHEs)

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills IV. School Finance and Red Tape A. Finance Equalization 2. Secondary Level Compensatory $	FEDERAL LEGISLATION: Permits USOE ACTION: make Adminis-trative Priority	Is Open make Regula-tions Entry	Does Not Encourage push Legis-lative Change	State Option	Local Option	Other
-sec. 222(a)(3) - mandates inclusion of secondary schools	X*					
-sec. 224 - mandates inclusion of youth.	X*					

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
IV. School Finance and Red Tape A. School Finance Equalization 3. Discretionary Grants	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 204(a) - authorizes grants and contracts for the development of basic skills programs	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title II Basic Skills	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
V. Research and Dissemination (Special Concerns)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 204 - authorizes use of funds for demonstrations and research for sec. 206-207.	X*				X	
-sec. 205 - authorizes demonstrations for coordination at the local level to improve achievement in basic skills	X*				X	
-sec. 206 - authorizes the dissemination of materials to parents.	X*				X	X
-sec. 207 - authorizes demonstration activities related to and the distribution of information about the improved use of television and other technology.	X*				X	X
-sec. 209 - authorizes use of funds for dissemination of information about successful basic skills practices.	X*					
-sec. 222(a)(7) - mandates the dissemination of program objectives and results achieved to the educational community and general public.	X			X*	X	
-sec. 224(5) - authorizes State leadership in the dissemination of information related to the improvement of basic skills instruction.	X			X*		

Denotes key decision point

Title III - Special Projects

Title III is a revision of the current Special Projects Act giving the Commissioner more flexibility to exercise national educational leadership. One section gives the Commissioner of Education broad discretionary authority to make grants and contracts for the various projects listed under the Act (Sec. 303(a)). It also permits the Commissioner to make small grants ($25,000) to teachers, administrators, or parent organizations to conduct innovative projects for the solution of educational problems (Sec. 303(b)). This is a potentially exciting program for both the United States Office of Education and local educators, as it affords an unusual opportunity for joint exercise of education leadership, albeit on a small scale.

The other separate programs authorized under Title III could support a wide range of special secondary school curricula. The importance of collaborative relationships between schools and communities is acknowledged in virtually every authorized activity. From the old Special Projects Act; Arts Education was strengthened; and Metric, Consumer and Environmental Education remained essentially the same. New programs include: Youth Employment; Law-Related Education; and Biomedical Sciences; perhaps the three most relevant to urban secondary education; Health Education; Correction Education; and Population Education. None of the new programs received FY 79 funds and only two - Law-Related Education and Biomedical Sciences appear in FY 1980 budget projections with small appropriations in spite of healthy authorizations.

The programs that could most appropriately provide discretionary grants to urban junior and senior high schools are:

> Part A - Commissioner's Discretionary Grants: Cities in Schools and PUSH: EXCEL
>
> These two programs being administered in USOE by the Urban Initiatives Office are authorized for FY 1980 under Sec. 303(a), the Commissioner's discretionary authority. Both programs are receiving a great deal of administration and congressional attention at this time. Both are highly relevant to urban secondary education, particularly Reverend Jesse Jackson's EXCEL program and its philosophy.
>
> Part C - Arts in Education: which authorizes grants for secondary school art programs including those that involve public and private cultural organizations, museums, libraries, theatres, etc. To encourage urban schools to apply for funds, a special category has been established for FY 1980. $300,000 will be set aside for urban school distric proposals.

The National Center for Education Statistics completed a study the results of which were announced in August, 1979. It reported that States funded arts education programs under a variety of federal programs. Overall, States reported using funds from the following programs for arts education: ESEA Titles I, IV-B (libraries and learning resources), IV-C (local education improvement) and VII (bilingual education); the Career Education Act, the Gifted and Talented and Community Schools programs; the Adult Education Act; the Emergency School Aid Act; the Vocational Education Act; and the Education of the Handicapped Act.

Part E - Consumer Education: can provide grants for the development of secondary level consumer education curricula;

Part F - Youth Employment: is designed to bridge the gap between school and work for youth. The programs purposes include technical assistance capacity building among State and local agencies and the raising of National awareness about the youth unemployment problem, particularly among disadvantaged urban teenagers.

Part G - Law-Related Education: is authorization for a comprehensive list of activities including secondary school curriculum development, tear training and student internships in law and government. Law-Related Programs have a record of provoking keen interest among urban high school students, which is not surprising, given the real-life relevance of the law in urban environment. Programs focusing on juvenile justice, law enforcement issues, domestic relations desegregated, equal opportunity, landlord-tenant relations, and consumer rights can stimulate considerable interest and debate among urban youth.

Part H - Environmental Education: provides grants for environmental programs. It has little history of specific involvement in urban secondary education, although FY 1980 funding emphasis will be on cooperative high school community programs.

Part J - Correction Education: would provide grants for the education of juvenile delinquents if funded;

Part I - Health Education: emphasizes the prevention aspects of health care and could help disadvantaged students considerably. A major program emphasis is upon reducing smoking among youth.

Part L - Biomedical Sciences: is designed to prepare promising disadvantaged secondary school students for study and careers in the biomedical sciences.

The fact that these innovative special projects were enacted indicates that national interest is sufficient to have moved Congress. Unfortunately, another public concern now threatens their timely implementation. Budget cuts will doom most new small discretionary programs in Titles III and IX and perhaps in other authorizations as well.

These programs and several others from Title IX of ESEA and separate authorizations will comprise a new Bureau of School Improvement. 23 discretionary programs involved in elementary and secondary education have been clustered in the new Bureau. Each will continue to operate under its own authority, sharing administrative services and perhaps, collaborating on some special efforts. It is hoped that the centralization might facilitate more city school district involvement in small discretionary grant programs, which heretofore have a poor achievement record in urban secondary schools.

Recommendations for Federal Administration of Title III

1. Push for appropriations for all programs, especially Youth Employment and Biomedical Sciences;

2. Enter into program regulations acknowledgement of the special educational needs of the disadvantaged and, where appropriate, encouragement of secondary level programs;

3. Give a high priority to proposals that concentrate on urban (and rural) secondary education, where appropriate. Otherwise, promote urban involvement through awareness, training, technical assistance and coordination activities;

4. To facilitate more urban secondary school involvement, help conduct workshops on grantsmanship for small discretionary programs for urban school district personnel. The USOE Regional Offices might serve as a locus for such activities;

5. Expand the number of cities in schools projects;

6. Evaluate and disseminate, if successful, PUSH/EXCEL programs across the country. Recognize the necessity of linking the EXCEL philosophy, which fosters career awareness among minority youth, to real job opportunities for urban, minority graduates. This may require more cooperation between federal education and labor agencies and local schools and CETA prime sponsors.

ESEA P.L. 95-561 Title III I. Shared Decision Making A. School Site Councils	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 303(a)(b) - authorizes the Commissioner to make grants not to exceed $25,000 to teachers, administrators, other educational personnel and parent organizations for the development and demonstration of innovative techniques.	X*				X	X

*Denotes key decision point

P.L. 95-561 ESEA Title III	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
II. Diverse Learning Environments A. Educational Program Development (General Authority)	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 303(b) - Commissioner is authorized to make $25,000 discretionary grants for development and demonstration of educational innovations and improvements.	X*					X

*Denotes key decision point

ESEA P.L. 95-561 Title III - F Youth Employment II. Diverse Learning Environments A. Educational Program Development 2. Curricula a. basic skills	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 341(a)(2) - encourages the development of ways to improve basic skills achievement through work experience.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title III - F Youth Employment	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 2. Curricula b. school/work	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 341(a)(2)(4)(5) - authorizes USOE to make grants for the development of programs that facilitate school/work transition.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title III II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-the following small discretionary grant programs may be relevant:						
-sec. 312(a) - metric education	X*			X	X	X
-sec. 322 - arts education	X*			X	X	X
-sec. 333(a) - consumer education	X*			X	X	X
-sec. 347(a) - law related education	X*			X	X	X
-sec. 351(a) and sec. 353(b)(1)(2) - environmental education	X*			X	X	X
-sec. 356(a) - special grants in environmental education innovation	X*					X
-sec. 362(a) - health education	X*			X	X	
-sec. 372(a) - corrections education	X*			X	X	
-sec. 383(a) - biomedical sciences education for disadvantaged secondary school students.	X*					X (IHEs)
-sec. 392(a) - population education	X*			X	X	X
-sec. 303(c) - authorizes grants for the development of energy conversation education programs.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title III - A F- Youth Employment G- Law Related Education II. Diverse Learning Environments A. Educational Program Development 4. Flexible Structures	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 303(a) - Commissioner's discretionary grants may be used for the development and demonstration of flexible programs.		X*			X	X
-sec. 341(b) - Youth Employment grants shall be awarded for school/work programs which are likely to involve flexible program structure.		X*			X	X
-sec. 347(d)- authorizes grants for outside-the-classroom experiences with legal agencies.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title III - F - Youth Employment G- Law Related Education L Biomedical Sciences II. Diverse Learning Environments A. Educational Program Development 6. Incentives for Students	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Adminis-trative Priority	make Regula-tions Entry	push Legis-lative Change	State Option	Local Option	Other
-sec. 341(a)(2) - encourages the development of ways to improve basic educational skills achievement through work experiences.	X*			X	X	X
-sec. 341(a)(4) - encourages the development of means to award academic credit for competencies derived from work experience.	X*			X	X	X
-sec. 383(a)(c) - authorizes stipends, travel and expenses to selected disadvantaged secondary students to pursue post-secondary education in the biomedical sciences.	X				X	X*
-sec. 347(d)(7) - authorizes youth internships for outside-the-classroom experience with the legal system.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title III-A G - Law Related Education	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 303(a)(b) - authorizes $25,000 Commissioner's grants for innovative projects.	X*				X	X
-sec. 347(d)(2)(6) - authorizes law-related education programs that call upon many community resources, especially law-related agencies.	X*				X	X

*Denotes key decision point

Special Projects Act P.L. 93-380 PUSH/EXCEL (ESEA, Title III-A in FY 80) III. School Community Development A. Networking (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 402 - is used as authorization for the PUSH/EXCEL program lead by the Reverend Jesse Jackson	X*				X	
Note: In FY 1980, program will be funded under ESEA, Title III (sec. 303)						

*Denotes key decision point

ESEA P.L. 95-561 Title III - C Arts in Education III. School Community Development A. Networking 5. Cultural Agencies	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 322 - authorizes grants for the development of the relationship between schools and cultural agencies including museums, theatres and libraries.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title III Special Projects III. School Community Development A. Networking 6. Public/Private School Cooperation	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 302(b) - requires that the Commissioner award grants only to LEAs that will provide for the needs of private school children on a comparable basis.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title III-L Biomedical Sciences	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 7. Higher Education Involvement	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 381, 383, 384 - describe the characteristics of projects to be designed and implemented by IHEs in conjunction with secondary schools to encourage disadvantaged youth to prepare for a career in the biomedical sciences.	X				X	X* (IHEs)

*Denotes key decision point

Special Projects Act P.L. 93-380 Cities in Schools (ESEA, Title III-A in FY 80)	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development E. Coordinated Youth Services (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 402 - is used as authorization for the Cities in Schools program. NOTE: In FY 1980, program will be funded under ESEA Title III (sec. 303) *Denotes key decision point						

ESEA Title III-F Youth Employment	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
III. School Community Development B. Coordinated Youth Services 2. School/Work Services	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 341(a)(3) - encourages coordination between educational agencies and the Department of Labor's CETA programs.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title III IV. School Finance and Red Tape A. Finance Equalization 3. Discretionary grants	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 303(a) - Commissioner's discretionary fund (will be used in part for Cities in Schools and PUSH-EXCEL grants in FY 1980)	X*			X	X	X
-sec. 303(b) - Commissioner's $25,000 grants.	X*			X	X	X
-sec. 311-392 - discribe the other discretionary grants available for special needs: youth employment, arts education; health education; environmental education...	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title III Special Projects K - Dissemination V. Research & Dissemination (General Authority)	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 301(4) - authorizes the Commissioner to carry out special dissemination projects.	X*					
-sec. 376 - requires the Commissioner to disseminate information on Title III and Title IV-C projects, including information on successful basic skills activities.	X*					

*Denotes key decision point

Title IV Educational Improvement, Resources, and Support

Title IV underwent some changes during the reauthorization of ESEA. Most notable among them were: the establishment of a new Title IV-D - Guidance and Counseling; the expurgation of "Innovation" from the title and spirit of the law; and the removal of State strengthening funds into the new Title V.

Part A, General Provisions for the State Title IV administration, has been modified to cut down on paperwork and red tape. Of interest to urban educators might be Sec. 404(a)(12) which requires the State to design a comprehensive plan for the coordination of Federal and State funds for teacher training and other professional development.

Part B, Instructional Materials and School Library Resources, is a well established formula-based program, the purpose of which is to help local school districts pay for learning and library resources. Of note is a requirement that States make higher per-pupil allocations to local districts with greater tax efforts and large numbers of higher cost students. IV-B funds will thus be concentrated to a greater and more effective degree upon these "priority areas." In FY 1980, funds will still be available for counseling and testing under IV-B.

Part C, Improvement in Local Educational Practices, has, as mentioned above, lost its focus on "innovation." The Rand Study on Federal Programs Supporting Educational Change probably contributed to the shift. The reauthorization responds directly to the major criticism of Federal efforts in innovation and change agentry by requiring a decrease in Federal support of local projects after three years (Sec. 432(a)). Rand reported that when Federal dollars dry up, the local project disappears even if it has been successful. By decreasing Federal funding in the fourth and fifth years of the project, Congress hopes to ensure that the local school districts will institutionalize successful innovations. Rand recommended that the Federal programs be flexible and respectful of local interest. They should enlist the full support of SEAs to facilitate local change processes that have the broad support of teachers, principals, and district officials. This same message of local discretion surfaced at all of the Urban High School Reform Conferences. It is also highlighted in a newly authorized activity under Part IV-C (Sec. 431(a)(6) and Sec. 432(b)(2)). improving individual school management and the coordination of Federal, State and local resources within the school. The two citations combine to promote school site management improvement with the broadly based support of administrators, teachers, other staff and parents - which begins to sound like the justification for school site councils.

Other newly authorized activities are also conducive to urban secondary educational improvement: parent involvement (Sec. 431(a)(4); extending the educational process beyond the school building through the use of community resources (Sec. 431(a)(9); model programs for the educationally deprived, including dropout prevention, which shall receive not less than 50% of additional funds (Sec. 431(a)(1)(2) and Sec. 431(b)(2);

summer bridge programs (Sec. 431(b)(1); and diagnostic testing (Sec. 431(a)(5)). Professional development programs for all school personnel (Sec. 431(a)(7)) and programs designed to improve basic skills achievement (Sec. 431(a)(3)) are relevant authorizations. It is important to note that educational improvement projects other than those listed in the legislation are eligible for funding. Local school districts should be able to expect flexibility and receptivity to other ideas from SEA Title IV-C coordinators.

An informal survey of local urban school district Federal coordinators revealed poor representation of urban high school programs. Another informal survey of SEA Title IV-C coordinators also showed uneven allocations of innovation money to city secondary schools. It is probable that some of the same problems that plague Federal managers of discretionary programs with respect to urban school district involvement, hinder SEA interaction with the large cities. If Federal and State administrators adopt policies that bespeak understanding of and respect for the way the local educational process works, then urban secondary school reform could receive some much-needed support from the IV-C program.

Title IV-D, Guidance, Counseling and Testing, has been removed from Part B and reestablished as Part D with a new administrative unit in OE. The bulk of the $18 million appropriation flows through the States on a formula basis to local school districts which have complete discretion over the use of their guidance funds. Funds will not be available under IV-D in FY 1980.

Recommendations for Federal Administration of Title IV

1. Encourage the States to improve their level of interaction with urban secondary schools by providing appropriate technical assistance services and funding support to large city school districts;

2. Encourage States and LEAs to devote a portion of Part B funds to the establishment of research reference centers accessible to urban secondary school practitioners;

3. Enforce the Part B requirement for higher per pupil allocations in poor school districts making extra tax efforts;

4. Ask State Part IV-C administrators to give a higher priority to urban secondary school proposals, particularly in the areas of school level management improvement, dropout prevention, basic skills achievement and extending education beyond the school building;

5. Encourage the use of IV-C funds for the development of shared decision making models at the urban school site level, as part of "addressing serious educational problems." Such activities would be consistent with new language supporting improved management and coordinators at the individual school level (Sec. 431(a)(6);

6. Urge State Identification, Validation and Dissemination Programs (IVDs) to include more urban secondary school exemplary projects, promote them within the State, and submit them to the Federal Joint Dissemination Review Panel (JDRP);

7. Coordinate with the Division of Evaluation, the National Diffusion Network (NDN), the JDRP, the Division of Education for the Disadvantaged (DED) and others to identify criteria suitable for evaluating urban secondary school exemplary projects in order to raise the number of such projects available for diffusion.

8. Publicize findings of the American Association of School Administrator (AASA) study of regional educational service centers and their potential impacts on urban school districts;

9. Publicize findings of the American Personnel and Guidance Association (APGA) studies of urban secondary school guidance programs and develop implementation steps for Federal IV-D leadership in the area;

10. Given the deplorable outcomes of school to work transition efforts in inner cities, make coordination between Federal, State and local offices of Guidance, Career Education, Vocational Education and CETA a high priority for IV-D leadership action.

ESEA P.L. 95-561 Title IV-C	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
I. Shared Decision Making A. School Site Councils	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-Title IV, Part C - authorizes activities that improve LEA practices.	X			X*	X	
-sec. 431(a)(4) and (b)(1)(B) - encourage parental involvement in compensatory education programs.	X			X*	X	
-sec. 431(a)(6) - encourages improved school site management practices.	X			X*	X	
-sec. 432(b)(2) - mandates that all school management improvement projects be approved by a committee composed of administrators, teachers, other staff at the school, and parents whose children attend the school.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C II. Diverse Learning Environments A. Educational Program Development (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 431(a) --gives general authority to the State to make discretionary grants to LEAs for the development and demonstration of improved educational practices.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C II. Diverse Learning Environments A. Educational Program Development 2. Curricula a. basic skills	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Othe
-sec. 431(a)(3) - authorizes SEAs to make grants to LEAs for the development of programs that improve basic skills.	X			X*	X	
-sec. 431(b)(1)(D) - authorizes SEAs to make grants to LEAs for the development of educational materials for use by disadvantaged children in the home to improve achievement in the basic skills.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-IVC authorizes programs for special needs such as:						
-sec. 431(a)(1)(A) - gifted and talented	X			X*	X	
-sec. 431(a)(1)(A) - handicapped children (at least 15% of State funds)	X			X*	X	
-sec. 431(a)(1)(B) - dropouts	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-B II. Diverse Learning Environments A. Educational Program Development 3. Materials/Technologies	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 421 - requires States to distribute formula-based allotments to LEAs for materials and library resources.	X			X	X*	
-sec. 422(b) - in exercising local discretion, LEAs must adopt appropriate procedures to coordinate selection of materials and equipment including periodic consultation with teachers, librarians, media staff, and public and private school staff.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 4. Flexible Structures	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 431(a)(9) - authorizes programs that extend education beyond the school building.	X			X*	X	
-sec. 431(b)(1)(A) - authorizes States to make grants to LEAs for summer bridge programs.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C II. Diverse Learning Environments A. Educational Program Development 5. Counseling/Diagnostic Testing	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 431(a)(5)-authorizes the development of programs to diagnose learning problems and assess educational achievement.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-D II. Diverse Learning Environments A. Educational Program Development 5. Counseling/Diagnostic Testing	FEDERAL LEGISLATION: Permits USCE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 441(a)(1)(2) - authorizes guidance, counseling and testing in the elementary and secondary schools.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C School Improvement II. Diverse Learning Environments A. Educational Program Development 6. Incentives for Students	FEDERAL LEGISLATION:			State Option	Local Option	Other
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 431(a)(9) - authorizes programs that extend the educational process by using resources in the community such as businesses, museums, etc.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV Educational Improvement	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION:					
	make	make	push			
II. Diverse Learning Environments A. Educational Program Development 7. Program Evaluation	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 404(b)(1)(C) - requires the State Title IV Advisory Council to evaluate all projects assisted under this Title.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title IV	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
II. Diverse Learning Environments B. Professional Development (General Authority)	[illegible]E ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 404(a)(12) - requires the State plan to include a comprehensive plan for the coordination of Federal and State funds for training.	X			X*		
-sec. 431(a)(7) and sec. 432(b)(1)(C) - authorizes professional development programs for teachers, administrators and other educational personnel.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C II. Diverse Learning Environments B. Professional Development 1. Management Training	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 431(a)(6) - encourages the development of model school management practices that best coordinate Federal, State and local resources and respond to the individual needs of students.	X			X*	X	
-sec. 432(b)(1)(A)(B) - requires States to allocate certain percentages of any future funds that exceed FY 1979 appropriations for activities under sec. 431 (a)(6) - improving school site management practices.	X			X*	X	

*Denotes key decision point

ESEA 95-561 Title IV-D Guidance and Courseling II. Diverse Learning Environments B. Professional Development 2. Staff Training	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 441(a)(2)(B) - authorizes in-service counselor training	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
II. Diverse Learning Environments B. Professional Development 3. Staff Incentives	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 431(a)(2) and sec. 431(b) - permit development and demonstration of improvements in compensatory education efforts (which could include: master teacher/team leader designation; merit pay incentives; sabbaticals internships; site research and curriculum development).	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
III. School Community Development A. Networking (General Authority)	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 431(a)(9) - encourages programs that extend the educational process to all community resources.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV III. School Community Development A. Networking 2. Incentives for Outreach b. Federal/State Convening Authority	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 404(b)(1) - describes the mandated State advisory councils representing public and private school personnel, higher education, librarians, parents, students and other members of the public; and sec. (b)(3) - such council shall hold one public meeting per year to	X			X*		

*Denotes key decision point

ESEA, P.L. 95-561 Title IV-C	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 3. Parent/Volunteer Involvement	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 431(a)(4) - encourages activities that involve parents in the education of their children.	X			X*	X	
-sec. 431(b)(1)(B) - authorizes States to encourage innovations that educate parents, enabling them to better contribute to their children's progress in compensatory education programs.	X			X*	X	
-sec. 432(b)(2) - requires that parents participate in the development of improved school management plans.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C III. School Community Development A. Networking 4. Business/Labor/Industry	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 431(a)(9) - authorizes projects that extend the educational process to businesses and labor unions among other community institutions.	X			X*	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 5. Cultural Agencies	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 431(a)(9) - authorizes grants that extend the educational process to museums and cultural agencies.	X			X*	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title IV	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
III. School Community Development A. Networking 6. Public/Private School Cooperation	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 406 - requires equitable participation of private school children in Title IV programs and projects, consistent with State law or through a waiver if legally necessary. LEA officials must consult with private school officials regarding all matters related to project applications.	X			X*	X	X

*Denotes key decision point

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ESEA P.L. 95-561 Title IV-B Materials and Library Resources	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
IV. School Finance and Red Tape A. Finance Equalization 1. "urban weighting"	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 422(a) - requires States to provide higher per pupil allocations to LEAs making greater tax efforts and having large numbers or percentages of children whose education imposes a higher than average cost.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
IV. School Finance and Red Tape A. Finance Equalization 2. Secondary Level Compensatory $	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
- sec. 431 - authorizes encouraging States to make grants for compensatory educational projects at the secondary level.		X*				

*Denotes key decision point

ESEA P.L. 95-561, Title IV-C	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
IV. School Finance and Red Tape A. School Finance Equalization 3. Discretionary Grants	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 431(a)(b) - State grants for educational improvement	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title IV-C	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
IV. School Finance and Red Tape B. Red Tape Reduction (General Authority)	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 431(a)(6) - encourages the demonstration of effective means of fully coordinating all Federal, State and Local resources available at the school site level.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV IV. School Finance and Red Tape B. Red Tape Reduction 1. Multiple Year Funding	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 404(a) - authorizes three year State plan and LEA applications for Title IV-B and IV-D.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IV-B V. Research and Dissemination (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-( ) - authorization or at least encouragement is needed for the establishment of research resource centers in urban school libraries, which are readily accessible to teachers and other urban educational practitioners.			X*		X	

*Denotes key decision point

Title V - State Leadership

Title V supports State education agency (SEA) activities. Although, SEA relationships with their large city school districts have rarely been characterized as "good," there are many things the State could do to help, especially under Part B. Primary among them would be easing the red tape burden and providing better technical assistance when and if it is requested.

The new law is exceedingly complex due to its consolidation of some funds and removal of others from Title IV-C. The Chief State School Officers and Administration have finally reached some compromise agreements on how funds will be allocated to the States.

Part A delineates the administrative duties of the SEA. It consolidates administrative funds for Titles I and IV; authorizes State rule-making (which could well mean more red tape for LEAs); strengthens the technical assistance and information dissemination role; and augments funding and authority for monitoring, audit resolution and enforcement. The authorization for single State and local applications for participation in Titles I and IV (Sec. 501(a)) is a very positive first step, although it did not receive the appropriations necessary for it to go into effect.

Part B, Strengthening State Educational Management, is designed to support the development of educational leadership resources in the SEAs. Significant among the authorized activities under Sec. 521 are:

- (1) State school finance equalization efforts;
- (4), (5), (10) The provision of technical assistance to LEAs for improving planning, management, citizen involvement; staff involvement; and parent involvement;
- (6) Workshops, conferences and public relations efforts; and
- (7) Dissemination of exemplary practices.

It is apparent, then, that the States can use these funds for a wide rage of educational services. Some noteworthy examples are the Executive Academies being established for school management in several States, and the desegregation assistance rendered by others under the strengthening authorization. Both are highly congruent with recommended roles for State Education Agencies in urban secondary school reform.

Part C, Councils on Quality in Education, extends authorization for the National Council and State councils to advise the SEA and LEAs on priority educational needs. Public meetings are called for which could serve as forums for building intrastate urban educational support networks. In spite of its continued inclusion in the authorizing legislation, funds have never been appropriated for the Councils. Only California established such a council in anticipation of Federal funds, which it never received.

Recommendations for Federal Administration of Title V:

1. Encourage the State Education Agencies to improve services to urban school districts;

2. Encourage States to establish urban education offices within the SEA reporting to the deputy for educational planning or for curriculum and instruction;

3. Urge States to ensure urban secondary school principal participation in Executive Academies and other similar models, by providing urban-relevant training programs and expertise. Such a service could fill a real void in Federal support for urban educational management development;

4. Collaborate with Federal administrators of ESEA, Title VI and Title IV of the Civil Rights Act of 1964 in the Office of Equal Educational Opportunity Programs (EEOP) to help SEAs develop their desegregation assistance capacity.

ESEA P.L. 95-561 Title V	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
I. Shared Decision Making A. School Site Councils						
-sec. 502(b)(5) - requires LEAs receiving Federal funds through the States to provide reasonable opportunities for the participation by teachers, parents, and other community organizations and individuals in the planning and operation of programs.	X			X	X*	
-sec. 521(4) - authorizes the SEA to provide technical assistance to LEAs to improve planning, management of State and federal programs, citizen involvement....		X		X*		

*Denotes key decision point

ESEA P.L. 95-561 Title V-B II. Diverse Learning Environments A. Educational Program Development (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 521(10) - States are encouraged to develop curricular materials.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title V-B	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments B. Professional Development 1. Management Training	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
Sec. 521(4) - authorizes the State to provide technical assistance to LEAs for management of State and Federal programs.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 ESEA V-B	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments B. Professional Development 3. Staff Incentives	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 521 - authorizes State leadership activities which have included Executive Academies.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title V-B	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
III. School Community Development A. Networking 1. Public Relations	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 521(4)(6) - encourages States to provide technical assistance to LEAs, including the areas of citizen involvement and communication with the public.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title V-B	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
III. School Community Development A. Networking 2. Incentives for Outreach b. Federa/State Convening Authority	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 521(6) - authorizes State workshops and conferences to maintain communication among educators and between educators and the public.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title V-C Councils on Quality Education III. School Community Development A. Networking 2. Incentives for Outreach b. Federal/State Convening Authority	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 531(a)(2) - requires the National Council on Quality in Education to conduct national conferences on the assessment and improvement of education in which all levels of educationists, as well as parents and representatives of other institutions participate.	X*					
-sec. 531(a)(5) - requires all Federal agencies to cooperate with the National Council.	X*					
-sec. 531(b)(5) - requires State Advisory Councils to hold not less than one public meeting per year for review of council policy.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title V	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 3. Parent/Volunteer Involvement	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 502(b)(5)(6) - requires LEAs receiving Federal funds through the States to provide reasonable opportunities for parent participation in planning, operating and reviewing federal programs.	X			X*		
-sec. 521(5) - authorizes States to provide technical assistance to LEAs programs that enable parents to assist in the instruction of children at home.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title V	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 6. Public/Private School Cooperation	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 521 - activities authorized under this section encourage private school participation.	X			X*		
-sec. 522(1) - requires States to help private schools arrange for their students' participation in Federal elementary and secondary education programs.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title V A. State Leadership B. Strengthening	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development B. Coordinated Youth Services 3. Desegregation Assistance	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 501(b)(3)(B) - encourages States to provide technical assistance to local agencies, institutions and organizations participating in programs under Part A (Titles I and IV).		X*		X*		
-sec. 505 - authorizes a broad range of assistance under Part A which could possibly be related to desegregation assistance teams, particularly if Title I or IV funds reach the schools in question.		X		X*		
-sec. 521(4)(5) - authorizes States to provide broad technical assistance to LEAs for improving educational management and programs.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title V-B	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
IV. School Finance and Red Tape A. School Finance Equalization (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 521(1) - authorizes State expenditure of funds for developing more equitable means of financing education.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title V IV. School Finance and Red Tape B. Red Tape Reduction (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 521(4) - authorizes State technical assistance to LEAs for improving the management of State and Federal programs.	X			X*		

*Denotes key decision point

ESEA P.L. 95-561 Title V State Leadership IV. School Finance and Red Tape B. Red Tape Reduction 2. Single Application	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 501(a) - authorizes single State and local applications for participation in Titles I and IV of ESEA.	X			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title V State Leadership	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
V. Research and Dissemination (General Authority)	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 505 - requires States to carry out a program to disseminate information about successful practices, particularly in compensatory education.	X			X*		
-sec. 521(7) - authorizes State strengthening activities in dissemination.	X			X*		

*Denotes key decision point

Title VI - Emergency School Aid (ESAA) and Title IV of the Civil Rights Act of 1964, Training and Advisory Services

ESAA and Title IV are administered in the Equal Educational Opportunity Program (EEOP) Office. The mutual goal of the two pieces of legislation is to assist local school districts and communities in overcoming educational problems incident to court-ordered or voluntary desegregation.

ESAA: has been used as a catch-all for the establishment of a variety of desegregation related educational programs. A large portion of its basic grants are used for remediation at the elementary level. ESAA funds for secondary schools are usually devoted to human-relations and tension-reduction activities. Unfortunately no specific evaluation data are available on secondary school use of ESAA funds. The special projects, such as magnet schools and university-business pairing with desegregating schools, are often in urban secondary school systems. Again, there is no documentation of program impacts beyond several annual magnet schools conference reports. The magnet model has been used by some cities under pressure to desegregate as a means of avoiding real integration. It is generally agreed, however, that with clear objective and voluntary support and involvement from the community, neutral site magnets can be an effective desegregation strategy. Other efforts supported by ESAA have included educational T.V., bilingual education programs, non-profit organization grants and evaluations.

Title IV of the Civil Rights Act: ESAA works collaboratively with Title IV of the Civil Rights of 1964 Training and Advisory Services. It supports training and technical assistance related to school desegregation and to discrimination due to sex, race and natural origin. Grants are awarded to State Education Agencies, Desegregation Assistance Centers (DACs), training institutes and local school districts. Most of the funds go to the DACs which have variable performance records.

The workings of the two programs, ESAA and Title IV, have been subjected to some close scrutiny. Federal intervention in local school district policies, be it legislative, administrative or judicial, is bound to be controversial. The incentives, both negative and positive, for local change have been fairly substantial, particularly in large Northeastern and Midwestern cities where the problem has proven to be the most insidious. A major study in 1977 by the Lyndon B. Johnson School of Public Affairs found fault, not only with program inconsistencies, but also chided Federal and State government for not playing an advocacy role for desegregation, the original congressional intent, and for not providing funds for desegregation planning purposes.

The reauthorization of ESAA brought some substantive changes in the program aside from its incorporation into the Elementary and Secondary Education Act. Of significance to urban school districts is the move toward greater flexibility for Federal discretionary leadership by limiting the State formula grant money and eliminating the pilot program authorization.

Other structural changes designed to improve the fit between ESAA and other Federal elementary/secondary programs include the transfer of ESAA's bilingual education authority to Title VII, Bilingual Education and the new funds for following the (Title I) child. The reauthorization also made administrative adjustments to accommodate school district budget schedules and to ease red tape. More suitable timing of grants and five year applications should make ESAA a more desirable incentive to desegregate. There is also an authority for making short term awards outside of the normal funding cycle. The FY 80 budget will include a $4 million set-aside for this purpose. More money will be set aside for magnet schools (at least $20 million), educational T.V. and radio, and other special projects. Desegregation planning grants will be available for the first time as will increased technical assistance from all levels of government, especially the SEAs and the DACs ($17 million increase for the latter). Two more modifications that will increase flexibility are authority to make ESAA grants for court-ordered desegregation activities and a new emphasis on assisting more recently desegregating districts rather than continuing support for districts that have been receiving funds for some time. Increased regard for the educational needs of students in minority-isolated schools is also a feature of the new law, which should be further incentive for Northern cities where minority isolation is greatest.

The new flexibility in ESAA will augment Federal leadership. More varied incentive packages comprised of discretionary funds for planning and program improvement, and technical assistance from the SEAs, the DACs and USOE can be expected. HEW officials have also announced their intent to pursue rigorously desegregation initiatives in the major urban problem areas of the Northeast and Midwest. ESAA and Title IV of the Civil Rights Act would seem to have greater potential than ever before to fulfill their mandate of ensuring equal educational opportunity in desegrated settings.

Recommendations for Federal Administration of Title VI and Title IV of the Civil Rights Act

1. Recognizing the importance of the State Education Agency's role in public education, USOE should seek means of bolstering SEA and State legislative commitment and technical assistance capacity;

2. Make use of the flexibility in ESAA to exercise aggressive Federal leadership and technical assistance in order to fulfill the Education Division's mandate of ensuring equal educational opportunity;

3. Give priority to ESAA proposals which promise to mitigate the big city conditions which are producing a permanent underclass of unskilled minority youth, by guarding against the development of inner city magnet schools that are either elitist or minority "dumping grounds;"

4. Give priority to local proposals which promise to improve the educational program as an incentive for community support of desegregation;

5. Support educational program planning as an integral part of the new desegregation planning authority especially in voluntarily desegregating districts;

6. Give priority to local proposals which promise to reduce minority isolation and compensate for its adverse affects;

7. Recognizing the need for coordinated community support of desegregation USOE should:

   - encourage school-level university-business cooperation projects that are tied into an overall metropolitan plan;

   - help ensure cooperation between the school district and other local public agencies involved in youth, particularly the municipal government and manpower programs;

   - encourage public relations efforts for urban public schools;

8. Make information available about the possible effects of tuition tax credits on desegregation;

9. Use evaluation funds to identify non-quantitative evaluation criteria suitable for measuring the success of ESAA funded educational programs in secondary schools.

ESEA P.L. 95-561 Title VI ESAA I. Shared Decision Making A. School Site Councils	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 607(a)(5) - authorizes community relations activities including public information efforts.		X			X*	
-sec. 610(a)(1)(A) - mandates consultation with parents, teachers, secondary school students in the development of a desegregation program.	X				X*	
-sec. 610(a)(1)(B) - mandates the participation of a committee of parents, teachers, students (at least 50% minority representation, and 50% parent representation in the program's development).	X				X*	
-sec. 610(a)(2) - mandates that the program be operated in consultation with said constituents and committee	X				X*	

*Denotes key decision point

ESEA P.L. 95-561 Title VI: ESAA	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 607(a)(3),(4) - authorizes LEAs involved in desegregation projects to develop new curricula and other innovative educational activities.	X			X	X*	

*Denotes key decision point

ESEA Title VI ESAA	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
II. Diverse Learning Environments A. Educational Program Development 2. Curricula a. basic skills	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 607(a)(8) - authorizes the provision of compensatory services to students who received such services under Title I. This traditionally signifies basic skills instruction.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title VI ESAA II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 607(a) - has traditionally given general authority to LEAs to develop human-relations programs.	X			X	X*	
-sec. 607(a)(3) - authorizes ethnic, and minority cultural education.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title VI - ESAA II. Diverse Learning Environments A. Educational Program Development 3. Materials/Technologies	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 608(a)(5) and sec. 611(a) - authorize grants, contracts, etc. for the development of integrated children's TV and radio programs of cognitive and affective educational value.	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title VI ESAA II. Diverse Learning Environments A. Educational Program Development 4. Flexible Structures	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 608(a)(1) - authorizes grants for the establishment of magnet schools.	X				X*	
-sec. 608(a)(2) - authorizes pairing of schools with colleges and business.	X				X*	X

*Denotes key decision point

ESEA P.L. 95-561 Title VI - ESAA	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 7. Program Evaluation	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 607(a)(6) - authorizes evaluation of projects incident to desegregation.	X			X	X*	
-sec. 607(a)(6) - authorizes evaluation projects	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title VI ESAA	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments B. Professional Development (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Oth
-sec. 607(a)(1) - authorizes general training of all school personnel for handling desegregation related activities.	X				X*	
-sec. 608(c)(1)(C) - authorizes use of Federal matching funds to SEAs for training of education personnel, including para-professionals involved in special desegregation projects.	X			X*	X	

*Denotes key decision point

Civil Rights Act Title IV Desegregation / II. Diverse Learning Environments B. Professional Development (General Authority)	FEDERAL LEGISLATION: Permits / USOE ACTION: make Administrative Priority	Is Open / make Regulations Entry	Does Not Encourage / push Legislative Change	State Option	Local Option	Other
-sec. 404 - authorizes grants to IHEs for the establishment of training institutes for helping school staff deal with the special educational problems incident to desegregation.	X*				X	X
-sec. 405(a)(1) - authorizes grants to local school boards for training of school staff incident to desegregation.	X*				X	

*Denotes key decision point

ESEA P.L. 95-561 Title VI ESAA	FEDERAL LEGISLATION:					
	Permits	Is Open	Does not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 1. Public Relations	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 607(a)(5) - authorizes community relations activities including public information efforts.	X			X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title VI ESAA III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 610(a)(1)(2) - mandates parent involvement in LEA development of programs incident to desegregation	X				X*	

*Denotes key decision point

ESEA P.L. 95-561 Title VI III. School Community Development A. Networking 4. Business/Labor/Industry	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 608(a)(2) - authorizes special projects that pair schools with businesses in support of desegregation.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title VI	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 6. Public/Private School Cooperation	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 610(a)(8) - requires LEAs to provide for minority children enrolled in area private schools on an equitable basis.	X				X*	X

*Denotes key decision point

ESEA P.L. 95-561 Title VI ESAA III. School Community Development A. Networking 7. Higher Education Involvement	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 608(a)(2) - authorizes the pairing of schools with IHEs.	X				X*	X

*Denotes key decision point

ESEA P.L. 95-561 Title VI: ESAA	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development B. Coordinated Youth Services 3. Desegregation Assistance	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
NOTE: The Emergency School Aid Act is designed to provide desegregation assistance. Of special interest with regard to the provision of technical assistance for coordinating youth services are the following sections:						
-sec. 608(a) - authorizes magnet schools; pairing of schools with businesses and IHEs; neutral site schools; integrated radio and TV programming.	X				X*	X
-sec. 608(c)(1)(B) - provides funds for State technical assistance to LEAs.	X			X*	X	
-sec. 609 - authorizes metropolitan area projects.	X				X*	
-sec. 608(b) - authorizes planning grants incident to voluntary desegregation.	X*				X	

*Denotes key decision point

Civil Rights Act Title IV Desegregation III. School Community Development B. Coordinated Youth Services 3. Desegregation Assistance	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 403 - authorizes USOE to render technical assistance to agencies responsible for the preparation and implementation of desegregation plans.	X*			X	X	X
-sec. 405(a)(2) - authorizes payments to local school boards for the employment of special consultants to advise in problems incident to desegregation.	X*				X	

*Denotes key decision point

ESEA P.L. 95-561 Title VI ESAA	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
IV. School Finance and Red Tape A. Finance Equalization 2. Secondary Level Compensatory $	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-( ) - Title VI needs a regulatory entry promoting the use of basic grant money at the secondary level.		X*				

*Denotes key decision point

ESEA P.L. 95-561 Title VI - ESAA	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
IV. School Finance and Red Tape A. School Finance Equalization 3. Discretionary grants	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 608(a) - authorizes grants for special desegregation projects	X			X	X*	X

*Denotes key decision point

ESEA P.L. 95-561 Title VI: ESAA IV. School Finance and Red Tape B. Red Tape Reduction 1. Multiple Year Funding	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 610(a) and 610(e)(1) - permits applications for up to five academic years.	X*			X	X	

*Denotes key decision point

Title VII - Bilingual Education

The goal of the Bilingual Education program is to help local school districts meet the educational needs of children of limited English-speaking ability. The ultimate goal is to have these children achieve sufficient competence in the English language to enable them to participate in the regular school program. Impetus for the establishment of the program in 1979 was provided by Title VI of the Civil Rights Act of 1964 as upheld by the Lau Supreme Court decision requiring that all children be provided an equal opportunity to benefit from an educational program.

As of 1976 it was reported that there are 3.6 million children aged 4 to 18 who are of limited English-speaking ability, many of whom reside in large cities. Therefore, the program can claim to have an impact upon urban secondary school students, although most money goes to elementary level programs. No legislative distinction is made between programs for urban vs. rural concentrations of elementary vs. secondary students. In this case, the traditional early intervention bias of federal educational efforts clearly fits the stated goal of preparing children to succeed in the regular school program before they reach high school.

The program is politically volatile due to competition among different sectors of the Hispanic community and the approximately 74 non-English dominant language groups vying for funds. The question of whether to emphasize Spanish (or French, Russian, etc.) maintenance and bicultural components of the program or efforts to integrate students into the regular classroom also sparks considerable debate. Much of the controversy is attributed to conflicting signals: Title VII focuses on meeting an educational need, while the Office of Civil Rights (OCR) policy promotes the rights of bicultural students. Other problems include a paucity of qualified teachers and shortages of materials and instructional models.

Bilingual Education started as a discretionary demonstration program. It has become more oriented toward local capacity building, and has added training, technical assistance and dissemination functions. The program provides broad authority to local school districts to work with the community, parents, institutions of higher education and others to plan, train staff, and implement a comprehensive educational program for children of limited English-speaking ability.

Legislative changes include:

- limiting participation of English-speaking children;
- limiting the duration of the projects;
- requiring individual evaluations of children in the program for two years to show a need to continue;
- permitting assistance for LEAs implementing a Lau plan, but no priority of preference may be given to such activities in the grants process; and

accepting three-year applications contingent upon continued eligibility and demonstration of progress.

In spite of Bilingual Education's conceptual inconsistencies, negative evaluations and administrative problems - the Federal government underscored its commitment to ensuring equal educational opportunity to limited English-speaking children by continuing to increase its budget allocations. On the one hand, fulfillment of its current mandate to integrate students into regular classes could reduce the participation of secondary school students if they have been given bilingual instruction in earlier grades. On the other hand, it is important to consider the current influx of immigrants into the U.S. most notably Hispanics and Vietnamese refugees - who are enrolling in secondary schools, and the continuing high rate of Hispanic youth who leave school with inadequate English skills that doom them to underemployment.

Recommendations for Federal Administration of Title VII

1. Assess the educational needs of limited English-speaking secondary school students and the degree to which they are being served by the program;

2. Sharpen the program's entry/exit criteria, especially for secondary school youth;

3. Encourage the development of local secondary school projects that integrate the bilingual classes into the regular school program and that coordinate with other community agencies serving youth to ease the transition from school to work;

4. Identify non-quantitative criteria for evaluating bilingual program effectiveness in easing racial and ethnic tensions among adolescents; and

5. In order to address the inadequate supply of qualified bilingual education teachers, develop temporary certification criteria for bilingual instructors competent in a second language. Increase the supply of teachers with inner city and/or secondary school expertise.

ESEA P.L. 95-561 Title VII Bilingual	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
I. Shared Decision Making A. School Site Councils						
-sec. 703(a)(4)(E) - establishes general authority for consultation with and participation by an advisory council of parents and other school/community representatives.	X				X*	
-sec. 721(a)(2) - authorizes supplementary community activities to facilitate bilingual program.		X			X*	
-sec. 751(a)(2)(A), (B) - mandates the establishment of a project committee or board incident to desegregation, broadly representatives of parents, school officials, teachers, committee members, not less than 1/2 of which shall be parents, and not less than 1/2 of which shall be minority group members. This board will participate in the presentation and implementation of the program.	X				X*	

*Denotes key decision point

ESEA P.L. 95-561 Title VII Bilingual	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 702(a) - describes Congressional intent with regards to the special educational needs of children with limited English proficiency due to background in: Chinese French German Spanish Vietnamese or other languages.	X				X*	
-sec. 721(a) - authorizes grants to LEAs for the establishment, operation and improvement of programs and supplementary educational activities incident to the instruction of limited English-speaking students.	X				X*	
-sec. 751(a)(1)(A) - authorizes grants to LEAs for the establishment and operation of a bilingual education program in districts undergoing desegregation.	X				X*	

*Denotes key decision point

ESEA P.L. 95-561 Title VII Bilingual	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
II. Diverse Learning Environments B. Professional Development (General Authority)	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 723 - authorizes training of all educational personnel incident to bilingual education programs.	X				X*	
-sec. 751(a)(1)(C) - authorizes training of educational personnel incident to bilingual education programs in districts undergoing desegregation.	X				X*	

*Denotes key decision point

ESEA P.L. 95-561 Title VII Bilingual	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments B. Professional Development 2. Staff Training	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 723(a)(2) - authorizes fellowships in the field of training bilingual education teachers.	X*					X

*Denotes key decision point

ESEA P.L. 95-561 Title VII Bilingual Education III. School Community Development A. Networking (General Authority)	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	 Is Open make Regulations Entry	 Does Not Encourage push Legislative Change	State Option	Local Option	Othe
-sec. 721(a)(2) - provides for supplementary community activities and adult education programs.	X				X*	

*Denotes key decision point

ESEA, P.L. 95-561 Title VII Bilingual Education III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 703(a)(4)(E)(F) - mandates parental involvement in the application process and the operation of a bilingual education program.	X*				X	
-sec. 721(a)(2)(A) - encourages adult education programs for parents of children in bilingual education programs.	X				X*	
-sec. 723(a)(1)(A) - authorizes training of parents.	X				X*	
-sec. 751(a)(2)(A)(B) - mandates participation of parents on project committees incident to desegregation.	X*				X	

*Denotes key decision point

ESEA P.L. 95-561 Title VII Bilingual Education	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 6. Public/Private School Cooperation	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 721(b)(3)(C)(ii) - requires the participation of private elementary and secondary school children on a comparable basis.	X				X*	X

*Denotes key decision point

ESEA P.L. 95-561
Title VII
Bilingual Education

III. School Community Development
A. Networking
7. Higher Education Involvement

	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Adminis-trative Priority	Regula-tions Entry	Legis-lative Change	State Option	Local Option	Other
-sec. 721(b)(1) - authorizes joint LEA-IHE applications for grants.	X				X*	X* (IHE)
-sec. 723(a)(1) - authorizes grants and contracts to IHEs for the provision of bilingual education training.	X					X*
-sec. 742(a)(1) - authorizes IHE involvement in bilingual education research and development.	X*					X

*Denotes key decision point

ESEA P.L. 95-561 Title VII Bilingual Ed.	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development B. Coordinated Youth Services 3. Desegregation Assistance	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
NOTE: Part D - is designed to provided continued bilingual education assistance to LEAs eligible under ESAA.	X				X*	
*Denotes key decision point						

ESEA P.L. 95-561 Title VII Bilingual Education	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
IV. School Finance and Red Tape A. School Finance Equalization 3. Discretionary grants	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 721 - authorizes discretionary grants in bilingual education.	X*			X	X	X

*Denotes key decision point

SEA P.L. 95-561 Title VII Bilingual Education	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
V. Research and Dissemination (Special Concerns)	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 742(a)(1) - authorizes USOE to make bilingual education research grants.	X*			X	X	X
-sec. 742(b)(5) - authorize the establishment of a clearinghouse for the dissemination of information about bilingual education.	X*			X	X	X
-sec. 742(e) - mandates the development and dissemination of bilingual educational materials.	X*			X	X	X

*Denotes key decision point

Title VIII Community Schools

The Community Schools legislation envisions the school as a true nucleus of community interaction. The greatly expanded program is designed to provide educational, recreational, health care, cultural and other human services through the use of public school facilities. Local educational agencies are to operate these "community centers" in conjunction with other public agency and private organizations in the community. The concept has been buttressed in the current administration by a proliferation of models for integrated human services delivery. The highly-publicized Cities in Schools program is the most notable example.

Community Education first emerged as part of the Special Projects Act in 1974 with a small appropriation rising to approximately $3 million in FY 1979. The program's authorization ballooned to $60 million by FY 1981. So far, appropriations do not appear to be following suit.

The Federal discretionary grants and State formula allotments (80% of which must go to LEAs) are to be made available for a long list of community projects ranging from special services for the elderly to early childhood and family education. The legislative language is responsive to current calls for coordinating social services, parent involvement and flexible educational structures. Each participating State must submit a State plan that delineates how educational programs will be coordinated with relevant community services for the ensuing ten years. States should note that the Federal share of Community Schools funding will decline over the duration of the legislation until FY 1983.

As with other small discretionary programs, Federal community education administrators have acknowledged difficulty in eliciting urban secondary school interest. New language aimed at overcoming this apathy authorizes projects for,

> specialized high schools or schools within school organized around particular interests such as the arts, or using flexible scheduling and summer learning programs .... or creating interrelationships between secondary schools and such community resources as museums, cultural centers and institutions of higher education. (Sec. 807(11)).

That direct quotation is probably the closest Federal law comes to embodying the themes of the Urban High School Reform Conferences.

Authorizations for grants to other public agencies and non-profit organizations could constitute some of the most direct incentives for community involvement and coordination with the schools available from the Federal government. The Department of Labor's Youth Employment

Training Programs are alone in reciprocating, although some Housing and Urban Development Community block grants could serve a similar purpose.

The legislation also contains authorization for training of community educators, for research on community schools models and for National leadership activities including conferences and workshops.

Recommendations for Federal Administration of Title VIII

1. Give priority to proposals for specialized urban secondary school models, especially ones that coordinate local youth policy efforts;
2. Cooperate with other Federal programs, such as Title I, II, IV-C, VI and NDN, which are seeking to identify effectiveness criteria and exemplary programs suitable for urban secondary education;
3. Work with other Federal small discretionary programs to develop grantsmanship workshops for urban school district personnel; and
4. Share community education research and demonstration findings and successes with urban secondary school practitioners.

ESEA P.L. 95-561 Title VIII Community-Schools II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-authorizes services for the following special needs:						
-sec. 807(6) - secondary students who are expelled for disciplinary reasons or who dropout.	X			X	X*	X
-sec. 807(7) - the handicapped	X			X	X*	X
-sec. 807(8) - juvenile offenders	X			X	X*	X
-sec. 807(11) - arts education	X			X	X	X*
-sec. 807(14) - leisure education	X			X	X*	X

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 3. Materials/Technologies	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 807(12) - authorizes grants for the development of means to use technologies to improve school/community linkages.	X*			X	X	

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools II. Diverse Learning Environments A. Educational Program Development 4. Flexible Structures	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 807(11) - Is designed to promote flexible scheduling and structural arrangements at the high school level.	X*			X	X	

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools	FEDERAL LEGISLATION: Permits	 Is Open	 Does Not Encourage			
II. Diverse Learning Environments B. Professional Development (General Authority)	USOE ACTION: make Administrative Priority	 make Regulations Entry	 push Legislative Change	State Option	Local Option	Other
-sec. 807(a)(10) - authorizes training programs for school personnel (State plan and Discretionary grants to LEAs).	X			X*	X	
-sec. 812 - authorizes training programs in IHEs for educational personnel from community education programs.	X*					X

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking: General Authority	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-the entire Act is highly supportive of formal and informal interaction and exchanges of resources between schools and communities.	X*			X*	X	X

Denotes key decision point

ESEA P.L. 95-561, Title VIII Community Schools	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 2. Incentives for Outreach b. Federal/State Convening Authority	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 811(a) - authorizes National leadership activities, including National conferences.	X*					

*Denotes key decision point

ESEA P.L. 95-561, Title VIII Community Schools III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 802(a)(2) - cites the benefit of involving parents.	X					
-sec. 807(a)(13) - authorizes parent education programs.	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
III. School Community Development A. Networking 5. Cultural Agencies	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 807(11) - authorizes specialized high school projects around particular interests such as the arts and the creation of interrelationships between secondary schools and cultural agencies.	X			X	X*	X

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools III. School Community Development A. Networking 6. Public/Private School Cooperation	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	s Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 807(2) - authorizes activities which make public school facilities and/or equipment available for use by private school children.	X			X	X*	X

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools III. School Community Development A. Networking 7. Higher Education Involvement	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 807(11) - authorizes flexible high school alternatives that include interrelationships with IHEs.	X*			X	X	X (IHE)
-sec. 812(a) - authorizes grants to IHEs for community education training	X*					X (IHE)

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools III. School Community Development A. Networking B. School Facility Usage	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 802, 803, 806, 807 - the title is specifically designed for this purpose.	X			X	X	

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools III. School Community Development B. Coordinated Youth Services General Authority	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-the entire Act is highly supportive of coordination of publically mandated social services for all age groups in the community surrounding the school.	X*			X*	X	X

Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Schools III. School Community Development B. Coordinated Youth Services 1. Social Services	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 806(a)(2)(b) - authorizes use of funds in conjunction with 14 other listed Federal programs including: Public Health Services CETA Community Services Legal Services Safe Streets, etc.	X			X*	X*	
-sec. 807(1)(2)(4)(7)(8)(9)(13) - the above listed sections authorize community education activities including the provision of health care, recreation and other services for all citizens, particularly the aged, parents, mentally or physically handicapped.	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561, Title VIII Community Schools IV. School Finance and Red Tape A. School Finance Equalization 3. Discretionary grants	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 806, 807 - Federal and State grants for community school projects.	X*			X*	X	

*Denotes key decision point

ESEA P.L. 95-561 Title VIII Community Education V. Research and Dissemination (Special Concerns)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 813(a) - authorizes research on community education especially with respect to parent involvement, vandalism and violence.	X*					

*Denotes key decision point

Title IX Additional Programs

Title IX is the hastily constructed legislative home of several disparate discretionary programs, old and new. Gifted and Talented Education, Part A; Women's Educational Equity, Part C; and Part E - Ethnic Heritage are joined in the new legislation by Part B - Educational Proficiency Standards and Part D - Safe Schools. All of them, if funded, could have an impact upon urban secondary schools, most notably the Safe Schools program. A brief description of each follows:

Part A Gifted and Talented Education: The former special project authorization was raised considerably to $25 million in FY 1979 gradually increasing to $50 million by 1983. 25% of the amount appropriated would be reserved for Federal discretionary grants, the remainder being distributed to the States on a formula basis. However, the State program does not go into effect unless at least $15 million is appropriated. Given current projections of approximately $6.2 million for FY 1980, Part A will remain a discretionary grant program for the identification and education of gifted and talented children. Innovations and model programs are encouraged. Separate sections authorize a clearinghouse and research activities. The program had no urban or secondary focus in FY 1978.

Part B Educational Proficiency Standards: Divided into two sections, one aimed at improving basic skills achievement and the other supporting achievement testing, Part B is a discretionary grant program. It overlaps with Title II and treads in the sensitive area of federal involvement in basic skills testing and setting proficiency standards. This may explain its probable unfunded fate.

Part C Women's Educational Equity: Newly authorized at up to $1[illegible] million by FY 1983, this program will remain a federal discretionary grant program. Current projections of $10 million for FY 1980 keep it well under a $14 million trigger that would authorize special two year projects on equal opportunities for both sexes. The Commissioner has been given wide authority to develop criteria and priorities for making grants, including the $25,000 small grants. Only a small portion of FY 1978 funds, about 2.5%, were directed to urban secondary level projects.

Part D Safe Schools: In this controversial new piece of legislation, special grants for Safe Schools projects would be awarded to the 15 school districts nationwide with the highest incidence of school crime and violence and with the most promising applications. In spite of the somewhat negative incentive of being so identified, several urban school districts have sought actively to be among the 15. The positive incentive makes it worthwhile - a $1 million grant to develop and implement a plan to reduce school crime. The program, probably the most pointedly urban and secondary on the federal educational books, will not be funded in FY 1980.

Part E Ethnic Heritage Program: The new legislation continued the former program at a higher authorization. Appropriations for the ethnic curricula will, however, remain at the former levels at least through FY 1980. The program supports considerable collaboration among schools and ethnic organizations, museums, and historical associations - all numerous in urban areas.

Recommendations for Federal Administration of Title IX

1. Push for appropriations for all programs, especially Safe Schools.

2. Enter into program regulations acknowledgement of the special educational needs of the disadvantaged and, where appropriate, encouragement of secondary level programs.

3. Give a high priority to proposals that concentrate on urban secondary education.

4. Collaborate on small grantsmanship workshops for urban school district personnel in order to encourage their participation in Title IX programs.

ESEA P.L. 95-561 Title IX-B Educational Proficiency Standards	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 2. Curricula a. basic skills	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 921(b)(2) - authorizes grants to States or LEAs submitting plans designed to help students reach proficiency in basic skills.	X*			X	X	

*Denotes key decision point

ESEA P.L. 95-561 Title IX II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-authorizes discretionary grants for the following special programs:						
-sec. 904(a) and sec. 905(a) - gifted and talented education.	X			X	X*	X
-sec. 931(a) - women's educational equity, sex bias and sex stereotyping.	X*				X	X
-sec. 952 - ethnic heritage studies	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title IX - A Gifted and Talented	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 4. Flexible Structures	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 905(a)(1) - although there is no specific authorizing language, the gifted and talented program traditionally encourages flexible learning structures, particularly independent study.		X		X	X*	

*Denotes key decision point

ESEA P.L. 95-561 Title IX-B Educational Proficiency Standards Title IX-C Women's Educational Equity II. Diverse Learning Structures A. Educational Program Development 5. Counseling/Diagnostic Testing	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 921(b)(2) and sec. 922(a)(3) - authorize development of testing techniques for the purposes of measuring proficiency and diagnosing needs.	X			X*	X	
-sec. 932(a)(1)(D) - authorizes guidance and counseling activities designed to insure educational equity.	X*					X

*Denotes key decision point

ESEA Title IX Part A - Gifted and Talented Part D - Safe Schools	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments B. Professional Development (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 904(a) and sec. 905(a)(2) authorize States and the Federal government respectively to make grants to educational agencies for a wide variety of purposes including training incident to gifted and talented education.	X			X	X*	
-sec. 944(a)(1) - authorizes training of school staff to increase safety in facilities.	X				X*	

*Denotes key decision point

ESEA P.L. 95-561 Title IX - D Safe Schools	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 3. Parent/Volunteer Involvement	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 944(a)(2) - encourages participating LEAs to inform parents and others incident to the development or implementation of the Safe Schools plan.	X				X*	

*Denotes key decision point

ESEA P.L. 95-561 Title IX - E Ethnic Heritage	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
III. School Community Development A. Networking 5. Cultural Agencies	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-the law supports collaboration with ethnic organizations museums and historical associations.	X*				X	X

Denotes key decision point

ESEA P.L. 95-561 Title IX-A Gifted and Talented III. School Community Development A. Networking 6. Public/Private School Cooperation	FEDERAL LEGISLATION: Permits	 Is Open	 Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 904(c)(5) - requires that the needs of private school children be met through the State program or if necessary, through by-pass procedures.	X			X*	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title IX - A Gifted and Talented	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 7. Higher Education Involvement	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 901(c) and sec. 905(a)(1) - authorize grants to IHEs for gifted and talented programs.	X*				X	X

*Denotes key decision point

ESEA P.L. 95-561 Title IX - A C D E IV. School Finance and Red Tape A. School Finance Equalization 3. Discretionary Grants	FEDERAL LEGISLATION: Permits USOE ACTION: make Adminis-trative Priority	 Is Open make Regula-tions Entry	 Does Not Encourage push Legis-lative Change	State Option	Local Option	Other
-sec. 905, 932, 934, 943, 952 - authorize discretionary grants for gifted and talented education, women's educational equity, safe schools and ethnic heritage studies.	X*			X	X	X

*Denotes key decision point

ESEA P.L. 95-561 Title IX - A Gifted & Talented V. Research and Dissemination (Special Concerns)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 905(a)(4,6) - authorizes research dissemination activities for the education of gifted and talented children.	X*			X	X	X

*Denotes key decision point

Title X Impact Aid (School Assistance in Federally Affected Areas)

Impact Aid, the first major program of federal assistance to local school systems, was begun during the Korean War to compensate for the heavy influx into some school systems of children of military personnel. Its current objective remains to compensate for the costs of educating children in areas where enrollment and the availability of revenues from local sources have been affected by federal activities.

Now, 432 of the 435 Congressional districts have a school district(s) receiving Federal Impact Aid funds. Each new Administration tries its hand at cutting back the growing flow of funds, especially to wealthy school districts surrounding "federally affected" Washington, D.C. The recent amendments to P.L. 874 and P.L. 815 under P.L. 95-561 may lead to some reduction in appropriations.

Funds can be used for any current local operating expenditure, as defined by State law, with a minimum of red tape and no federal inspections. San Diego administers its $11.7 million in Impact Aid funds with one accountant and one clerk. Most cities get Impact Aid money; however, a major Naval base guarantees substantial allocations. A longstanding authorization for special payments for children residing in U.S. government funded low-rent housing projects also favors cities. More than $70 million was distributed under this authorization in FY 1978. Chicago and New York City made it clear during Congressional Hearings that they need these public housing payments.

The Amendments under Title X actually make the program even more responsive to local wishes. Section 5 of P.L. 874 was amended (sec. 1005) to permit early payments of funds. Categorical restrictions on the use of low-rent housing payments were dropped, and the authorized allotments were increased. The funds do not have to be used to "improve educational opportunities," according to the Conference Report on the Education Amendments of 1978 (p.299).

Impact Aid, then, remains a program driven essentially by Congressional interest, removed from federal administrative control and celebrated by school districts recipients as an ideal form of Federal Aid. Interestingly, Congress authorized an Impact Aid Study Commission to evaluate the educational affects of the program on local school districts which are federally impacted, and to determine ways of best assisting these districts meet their educational needs. The President has appointed his Commission.

Recommendations for Federal Administration of Title X

1. When federal staff members consult with LEA staff, they should seek ways to help urban school districts meet their secondary educational needs. (The Federal government is prohibited by law from engaging in control or supervision of local use of Impact Aid funds.)

NOTE: There is no specific legislative language that matches specific urban secondary school reform recommendations. Therefor no citations are recorded under Title X.

Title XI: Indian Education

The Indian Education Act gives authority to LEAs and parent councils to support schools including Bureau of Indian Affairs Schools. The goal of the program is to insure equal educational opportunity for Native American children. The program is suited to urban Indian educational needs. Approximately 50 percent of the programs's $71 million dollar FY 1979 appropriation is spent in cities.

Urban Indians in cities such as Phoenix, Minneapolis, Los Angeles and Chicago must contend with the same problems as other minority inner-city populations. The program helps Indian students through the establishment of service centers to supplement regular public school programs. Most funds go for services in these centers, although schools in some urban areas with heavy concentrations of Indian children receive funds directly.

The parent councils (sec. 1144) play a major role in the design and operation of Indian education programs. The legislation (sec. 1152) also provides for special professional training grants for Indian educators.

Recommendations for Federal Administration of Title XI:

1. Continue to ensure the equitable participation of urban Indian secondary school students in Indian education programs;

2. Assess the impact of Indian Education programs and other Federal programs on urban Indian adolescents.

ESEA P.L. 95-561 Title XI Indian Education II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 1101(a)(3)(B) - mandates programs for Indian children.	X				X*	

*Denotes key decision point

P.L. 95-561 Title XI Indian Education	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments B. Professional Development 2. Staff Training	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 1152(a) - amends sec. 422(a) of the Indian Education Act which provides grants for the training of Indian Educators.	X*					X

*Denotes key decision point

ESEA P.L. 95-561 Title XI Indian Education	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
III. School Community Development A. Networking 3. Parent/Volunteer Involvement	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 1144 - provides for parent committees for Indian education programs.	X				X*	

*Denotes key decision point

Title XII Administrative Provisions

Title XII includes Equalization, Part A; Part B - Paperwork Control; Part C - Federal, State and Local Responsibilities; and General Administrative Provisions, Part D.

Part A - Equalization provides for a study and comparison of school finance equalization among and within the States. It also calls for the development of federal efforts to assist States in improving funding mechanisms for elementary and secondary education. The National Center for Educational Statistics (NCES) will collect finance data in consultation with USOE. Section 1202 authorizes grants to States for the development of equalization plans - no funds were appropriated in FY 1980. Also, a major study of school finance was mandated by Congress. It is being spearheaded by NIE. Part of the required task is to study school finance with regard to large urban areas, minority students, and the weighting of classes of pupils (sec. 1203(e)(3) and (4)).

Part B - Paperwork Control: This new provision in the General Education Provisions Act (GEPA) mandates coordination of Federal educational information and data acquisition activities.

Part C - Federal, State and Local Responsibilities adds to GEPA to improve State administration of Federal education programs and to enhance enforcement efforts. Of particular interest is new authorization for single State and local applications to cover all State operated formula grant programs (sec. 1231 adds sec. 435 and 436 to GEPA).

Part D - General Administrative Provisions establishes an Office of Non-Public Education (section 1241).

Recommended Actions for Federal Administration of Title XII
Part A - Equalization

1. Focus on inequitable funding of urban public schools in School Finance studies;

2. Determine the feasibility of waiver provisions that would mitigate the establishment of secondary school educational alternatives, such as shared decision-making, academic credit for work experiences etc;

3. Encourage greater public secondary educational interaction with non-public schools.

General Education Provisions as amended by ESEA P.L. 95-561 Title XII	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 6. Public/Private School Cooperation	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 1241 - establishes an office of Non-Public Education in USOE to assure participation of non-public school students in Federal programs.	X*					

*Denotes key decision point

ESEA P.L. 95-561 Title XII - A Equalization	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
IV. School Finance and Red Tape A. School Finance Equalization (General Authority)	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 1201-1203 - (in amending several sections of the previous Act) authorizes significant study of school finance equalization and assistance to States trying to equalize.	X*			X		
-sec. 1203(e)(3) and (4) - requires USOE to study school finance with regard to large urban areas; minority students; and the weightings of classes of pupils.	X*					

*Denotes key decision point

General Education Provisions Act amended by ESEA P.L.95-561 Title XII - B Paperwork Control	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
IV. School Finance and Red Tape B. Red Tape Reduction (General Authority)	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 1212 (in amending sec. 400 of the General Education Provisions Act) requires reduction and coordination of data collection activities.	X*					

*Denotes key decision point

General Education Provisions Act as amended by ESEA P.L. 95-561 Title XII - B, Paperwork Control	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
IV. School Finance and Red Tape B. Red Tape Reduction 1. Multiple Year Funding	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 1213 (in adding Sec. 430 to Act) authorizes three-year applications for suitable programs.	X*					

*denotes key decision point

General Education Provisions Act as amended by ESEA P.L. 95-561 Title XII - B,C, IV. School Finance and Red Tape B. Red Tape Reduction 2. Single Applications	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 1213 (in adding sec. 431 to the Act) authorizes single common LEA applications for applicable programs.	X*					
-sec. 1231 (in adding new sections 435 and 436 to the Act) Congress describes its intent to ease the red tape burden on both State agencies (sec. 435) and LEAs (sec. 436) by authorizing single applications where suitable and/or desired by that agency.	X*					

*Denotes key decision point

Title XIII Revision of Other Education Programs

Part A Adult Education: ESEA contains revisions of P.L. 91-230 the Adult Education Act. The goal of the program is to provide educational opportunities for adults to acquire basic educational competencies necessary to function in society and to become employable, productive and responsible citizens. The program is designed to help the approximately 23 million adults in the U.S. who are considered functionally illiterate. Youth down to 16 years old who have left school are eligible for the program. Adult Education is a State operated formula grant program.

Since research indicates that there is a strong relationship between the educational attainment of parents and the educational achievement of their children, the Adult Education Program could have a significant spillover effect on elementary and secondary achievement.

Recommendations for Federal Administration of the Adult Education Act

1. Encourage through regulations entry or federal leadership activities development of Adult Education programs for parents who need better educational competencies in order to help their children acquire the basic skills. Such a policy would make the various ESEA authorizations for parent involvement more effective;
2. Similarly, the development of adult education programs that foster school volunteerism should be encouraged through regulations and by federal leadership;
3. Push for the development of family-based basic skills programs using Adult Education, ESEA Title I and Title II authorizations and funds. ESEA Title VIII Community Schools provides a ready locus for the activities.

P.L. 89-750 As Amended by P.L. 95-561 Adult Education Act III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-( ) - need authorization for training of adults (parents) who would like to become school volunteers.			X*			

*Denotes key decision point

ESEA P.L. 95-561 Title XIII-A Adult Education / III. School Community Development A. Networking 8. School Facility Usage	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Adminis-trative Priority	Regula-tions Entry	Legis-lative Change	State Option	Local Option	Other
-sec. 1303(a), sec. 1305 (amending sec. 304 and 306 of the previous act respectively) - acknowledge the prevalent usage of public school facilities for adult education programs and in sec. 306(b),(7)(8) - encourage the expansion of the programs to include other community resources. Outside institutional, and private sector participation in the program is mandated.	X			X*	X	

*Denotes key decision point

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Alcohol and Drug Abuse Education Act

Behind the Office of Education's Alcohol and Drug Abuse Education Program are two basic ideas:

- get at the root of a problem rather than try - expensively and often futilely - to do something about the problem after it has surfaced in, for example, drug and alcohol abuse;
- communities can be given the wherewithal to solve many of their own problems by enlisting their own human cultural and financial resources in the solution.

Originating in the Drug Abuse Education Act of 1970 and continued under the Alcohol and Drug Abuse Education Amendments of 1974, and 1978 the Program even with its small staff and budget, has a broader impact than some bigger federal programs because it relies so heavily on school and community self-motivation. The $2 million appropriation results in the establishment of drug and alcohol abuse prevention programs in more than approximately 100 public and private school districts across the country.

The determined focus of the program has been urban secondary. In conjunction with the Commissioner's Urban High School Reform Initiative, it has initiated an urban cluster approach which involves a high school and its feeder junior high and elementary schools. By training teachers, administrators, parents and students in needs assessment, planning, team building, group dynamics and communication skills in addition to basic information about drug and alcohol abuse, the Program hopes that schools will be better able to respond to the adolescent problems that underlie self-destructive behavior. In short, healthy growth and development is fostered by supportive school environments.

The program embodies much of the gist of the urban high school reform conferences - especially the school/community self-reliance theme manifested in recommendations for school site councils, integration with community services and minimal federal intervention beyond training assistance. The legislation's broad authority for creative school-wide responses to destructive behavior, ranging from substance abuse to vandalism makes it ideal for urban secondary schools. The Program's record in the area led to a rarity, an interagency agreement, with the Law Enforcement Assistance Administration (LEAA) of the Department of Justice. Recognizing that successful alcohol and drug abuse prevention projects often reduce vandalism, truancy, racial conflict, disciplinary problems and dropouts, LEAA provided additional funds over a three year period.

Recommendations for Federal Administration of the Alcohol and Drug Abuse Education Act

1. Push for better diffusion of the Alcohol and Drug Abuse Prevention training model;
2. Continue the Urban cluster approach of integrating high school and feeder school projects;
3. Develop better strategies for comprehensive coordination of all alcohol and drug abuse prevention programs.

P.L. 95-336 Alcohol and Drug Abuse Education Act	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
I. Shared Decision Making A. School Site Councils	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 2 and 3(a) and Section 3(b)(2) - authorize creative programs that involve school personnel, parents, students, and community members in the development of programs to decrease alcohol and drug abuse. USOE must give priority to school based projects.	X				X*	X

*Denotes key decision point

Alcohol and Drug Abuse Education Act P.L. 95-336	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. (3)(a) - authorizes discretionary grants for the development of alcohol and drug abuse prevention programs and other affective-oriented, anti-social behavior prevention programs.	X				X*	X

*Denotes key decision point

P.L. 95-336 Alcohol & Drug Abuse Education	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments B. Professional Development (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 3(a)(4) - authorizes training programs for school personnel and others on alcohol and drug abuse prevention.	X				X*	

*Denotes key decision point

P.L. 95-336
Alcohol & Drug Abuse Education

III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 3(a)(5) - encourages parent education programs on drug and alcohol abuse prevention.	X				X*	

*Denotes key decision point

Alcohol & Drug Abuse Education P.L. 93-380	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
III. School Community Development A. Networking 6. Public/Private School Cooperation	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 3(a) - authorizes grants to private schools.	X*				X	X

*Denotes key decision point

Alcohol and Drug Abuse Education Act P.L. 95-336	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
III. School Community Development B. Coordinated Youth Services 1. Social Services	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-the Act requires coordination with other Federal level and community social service agencies	X*				X	X

*Denotes key decision point

Career Education Incentive Act

The Special Projects authorization for Career Education has given way to the new State formula-based program with a $20 million authorization. The purpose of the Act (P.L. 95-207) is to assist State and local educational agencies and institutions of higher education to prepare students for the world of work. Congress has recognized that career education should be an integral part of the Nation's educational process. The focus is on elementary and secondary school children. Specific legislative language (sec. 6(4), (5)(A)) push[illegible]or the integration of career education into the regular school program, rather than making it solely a part of vocational education efforts.

The former discretionary authorization had no established priority for disadvantaged youth, nor does the new State program highlight their special needs. It does, however, feature community collaboration including the establishment of community councils (sec. 8(a)(3)(J)), resource centers for students and the general public (subpart (K)) and other comprehensive coordination efforts (sec. 8(a)(3)) (B, C, E, H, L)). The pervasive emphasis on coordination gives the Act great potential in urban areas where community organizations, cultural and social service agencies, and broad employment options and experiences abound. Yet the existence of these opportunities does not ensure that the most needy youth have access to them. Effective career education coordination could improve the life chances of many inner city youth.

In addition, States are encouraged to engage in collaborative relationships with other State and federal public services agencies, government, private organizations, labor, business and the professions (sec. 8(a)(2)(F)). The federal Office of Career Education has pushed long and hard for collaboration. It has been an underlying tenet of the program from its inception and has resulted in extensive support from national leadership in vocational education, the Department of Labor, and from both unions such as the United Auto Workers and other national organizations such as the Chamber of Commerce.

The legislation also puts a priority on training and leadership development in career education. The States are asked to play major roles in this effort with nservice institutes, Statewide leadership conferences and other training activities (sec. 8(a)(2)). Local school districts are encouraged to follow suit (sec. 8(a)(3)), even to the extent of conducting institutes for school board members, community leaders and parents.

The federal discretionary authorization under P.L. 95-207 (sec. 10) is currently funded. It would give USOE broad authority to support innovative and exemplary project development by States, local districts and institutions of higher education. Of the limited FY 1979 discretionary money allocated to the Office of Career Education, a good portion will support the Reverend Jesse Jackson's PUSH: EXCEL effort, a noteworthy example of urban parent/community/school collaboration.

Recommendations for Federal Administration of the Career Education Incentive Act.

1. Encourage States to give priority to local applicants serving disadvantaged populations and areas with high youth employment;
2. Encourage the development of curricular materials and instructional methods appropriate to multi-cultural populations;
3. Assist State and local coordination efforts in urban areas by raising national leadership concern and support;
4. Work at the National level for the development of networks of school volunteers trained to help disadvantaged youth understand the world of work and make realistic career plans. Inner-city youth need exposure to a wider range of work role models than those offered by their homes, street corners and regular school environments;
5. Encourage the development of out-of-school career education programs. Make use of school volunteers trained to direct and/or supervise out-of-school experiences;
6. Highlight the importance of basic educational skills/achievement as a prerequisite to successful career experiences. Work with federal, State, and local basic skills programs to facilitate interlocking or synergistic program development;
7. Continue effective collaboration with national youth policy leadership, especially in the Department of Labor, Vocational Education and the private sector;
8. Share exemplary program knowledge and criteria for measuring success of secondary level programs with the National Diffusion Network, JDRP, State dissemination and replication programs, the Department of Labor's Youth Training Division and others.

P.L. 95-207 Career Education Incentive Act	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
I. Shared Decision Making A. School Site Councils	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 8(a)(3)(J) - authorizes the promotion and operation of community career education councils (involving parents) in the delivery of career education.	X			X*	X	

*Denotes key decision point

P.L. 95-207 Career Education II. Diverse Learning Environments A. Educational Program Development 2. Curricula b. school/work	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 8(a)(3) - authorizes the State to make grants to LEAs for the development of career education programs.	X			X*	X	
-sec. 10(a) - authorizes USOE to make grants for the development and demonstration of model career education programs.	X*			X	X	X*
-( ) - need legislative language mandating special consideration for disadvantaged, unemployable youth.			X*			

*Denotes key decision point

Career Education Incentives Act P.L. 95-207 II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	 Is Open make Regulations Entry	 Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 8(a)(2)(C) and (a)(3)(G) - authorizes State leadership and grants to LEAs to overcome bias and sex stereotyping.	X			X*	X	

*Denotes key decision point

Career Education Incentive Act P.L. 95-207 II. Diverse Learning Environments A. Educational Program Development B. Counseling/Diagnostic Testing	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 8(a)(3)(B) - authorizes comprehensive career guidance, placement and follow-up services.	X			X*	X	

*Denotes key decision point

P.L. 95-207 Career Education 1. Diverse Learning Environments . Professional Development (General Authority)	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	 Is Open make Regulations Entry	 Does Not Encourage push Legislative Change	State Option	Local Option	Other
Sec. 8(a)(2)(A), (B), (G) - encourages State leadership in training activities.	X			X*	X	
Sec. 8(a)(3)(F), (G), (M) - encourage LEAs and others to provide training to all school personnel and others incident to career education programs.	X			X*	X	

*Denotes key decision point

Career Education Incentive Act P.L. 95-207 III. School Community Development A. Networking (General Authority)	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Othe
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 8 (a)(3)(B),(C) - encourages collaboration with community resource personnel and minority, women's and other organizations in providing comprehensive career guidance and awareness programs.	X			X*	X	X

*Denotes key decision point

Career Education Incentive Act P.L. 95-207 III. School Community Development A. Networking 2. Incentives for Outreach b. Federal/State Convening Authority	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 8(a)(2)(E)(F) - authorizes Statewide career education leadership conferences and collaboration between State government and other public and private agencies.	X			X*		

*Denotes key decision point

P.L. 95-207 Career Education III. School Community Development A. Networking 3. Parent/Volunteer Involvement	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 8(a)(3)(B),(H) - encourages the involvement and training of parents and volunteers in forwarding career education.	X			X*	X	

*Denotes key decision point

Career Education Act
P.L. 95-207

III. School Community Development
A. Networking
6. Public/Private School Cooperation

	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulation Entry	Legislative Change	State Option	Local Option	Other
-sec. 8(c) - authorizes services to private school children.	X			X*	X	

*Denotes key decision point

Career Education Incentive Act P.L. 95-207 III. School Community Development A. Networking B. School Facility Usage	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 8(a)(3)(A) - authorizes establishment of career education resource centers open to the general public.	X			X*	X	

*Denotes key decision point

P.L. 95-207 Career Education Incentive Act IV. School Finance and Red Tape A. School Finance Equalization 3. Discretionary grants	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 8(a) - State grants for comprehensive career education programs.	X			X*	X	
-sec. 10(a) - grants for model career education programs.	X*					

*Denotes key decision point

Vocational Education Act

The stated goal of the Federal Vocational Education Program is to provide training for youth to increase their occupational skills so that they may be able to compete better in the labor market. First authorized by the Smith-Hughes Act of 1917, it is one of the oldest Federal Education programs. Most recently amended in 1976, the Vocational Education Act is a progressive piece of legislation that aims to redirect extrenched local curricula by improving planning, providing grants for innovative and exemplary projects and by increasing emphasis on training low-income individuals.

The Vocational Education program is comprised of a National Program and State Programs including basic grants, work study programs, cooperative education, program improvement supportive services (counseling, job placement); special programs for the disadvantaged; and consumer and homemaking education. The State Program is formula based. Funds are allocated to local school districts (and postsecondary institutions) with required set-asides of:

- 10% for the handicapped
- 15% for postsecondary programs
- 20% for the disadvantaged.

Other pertinent language requires States to give priority to local applicants "located in economically depressed areas and areas with high rates of unemployment... (Sec. 106(a)([illegible])(A)(i)," and to those proposing new programs relevant to current and emerging job opportunities in the area served (Sec. 106(a)(5)(A)(ii)).

The State Program authorization for Program Improvement and Supportive Services, with a FY 1979 appropriation of more than $112 million, is broad and highly supportive of innovation (Sec. 132) in programs, in the guidance, counseling and job placement arena (Sec. 134), and in personnel training (Sec. 135). There is a separate authorization (Sec. 140) supporting special programs for the educational disadvantaged, which received an appropriation of $20 million in FY 1979.

The Programs of National Significance include authorizations for program improvement (Sec. 171), personnel training (Sec. [illegible]), bilingual vocational training (Sec. 181), and emergency assistance grants for remodeling and renovation of vocational facilities (Sec. 191). Approximately $10 million is appropriated for these broad discretionary purposes.

In spite of generally strong Federal support and heavy Federal appropriations for vocational education matched and often over-matched by State and local allocations, urban vocational education is in trouble. The broad discretion accorded to the States has not operated in the big cities' favor.

Recognizing the problem, the Federal Bureau of Occupational and Adult Education (BOAE) has formed special urban initiatives in 1975 and in 1978. The Final Report of the 1975 effort cited a history of lack of rapport between many State vocational educational administrators and their large city counterparts. A 1975-76 analysis of the intra-State distribution of Federal vocational education funds computed by the Council of Great City Schools showed a consistent disparity between a large city's percentage of State enrollment and its percentage of Federal program dollars.

Current Initiative recommendations based upon a recent external study, *Vocational Education Program Needs in Large Cities*, highlight the need for ensuring equitable funding with recognition of the higher cost of vocational education in the inner city. Four other areas of major concern are: (1) inadequate urban counseling and job placement services; (2) a lack of instructional materials relevant to minority youth; (3) insufficient community outreach; and (4) poor coordination with business, labor and other public employment and training programs.

The Vocational Education Act as amended in 1976 is responsive to these concerns. Priority for the disadvantaged is very visable. An entire Section (134) is devoted to guidance and counseling program improvement. The legislation supports consistently the various community networking and coordinating activities recommended by the BOAE task force and by the Urban High School Reform Conferences.

Recommended Actions for Federal Administration of the Vocational Education Act

1. Urge States to ensure equitable distribution of funds to large city vocational education programs. Account for the higher costs of education in the inner city;

2. Support the integration of the secondary school academic program vocational education program by encouraging States and local school districts to:

   - use program funds to provide general vocational and career skills to the entire urban secondary student population;

   - use program funds for vocational education programs that emphasize employability skills rather than narrow job specific skills. Reduce the rigidity of the tracking system to allow vocational students more flexibility in their learning process;

3. Develop urban management (principals) training guides for integration of the vocational program with the regular academic program, given the fact that most urban vocational education programs are situated in comprehensive high schools rather than vocational skills centers;

4. Encourage the use of professional training funds to help vocational education personnel share skills with other secondary school teachers and counselors and vice versa. An integrated general career skills program could result;

5. Push for legislative authorization of the expenditure of funds for the provision of brief training for uncertified individuals who have vocational skills to impart and do not want permanent teaching credentials. Section 172(a)(3) - comes closest to granting that authority but it supports longer certification processes;

6. Encourage the use of funds as incentives for both student and adult volunteer involvement in work-site experiential learning (for academic credit) and counseling;

7. Develop criteria for evaluating vocational instruction, especially for minority and/or disadvantaged student populations, in order to upgrade urban vocational education programs;

8. Continue to coordinate at the federal, State and local levels with other public and private agencies involved in the Youth Policy arena, particularly the Department of Labor.

Vocational Education Act P.L. 94-482 II. Diverse Learning Environments A. Educational Program Development 2. Curricula b. school/work	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 106(a)(5) - the basic State formula grant program provides for the development of vocational programs that match emerging local manpower needs.	X			X*	X	
-sec. 132(a)(1) - encourages States to use funds for the development of exemplary and innovative programs in urban centers.	X			X*	X	
-sec. 132(a)(5) - encourages States to use funds for the development of career awareness programs, especially for disadvantaged youth.	X			X*	X	
-sec. 133(a)(1) - authorizes funds for development of new vocational education curricula.	X			X*		
-sec. 140(b)(1) - requires States to allocate funds within the State to areas with high concentrations of youth unemployment and school dropouts for the vocational education of the disadvantaged.	X			X*	X	

*Denotes key decision point

Vocational Education Act P.L. 94-482 II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 104(b)(1) - requires States to attend to following special needs related to mitigating vocational sex bias and sex stereotyping:	X			X*		
.sec. 120(b)(1)(J) - support to women preparing for traditionally male jobs.	X			X*	X	
.sec. 120(b)(1)(K) - day care services for vocational education students.	X			X*	X	
.sec. 133(a)(2) - the development of new curricula to overcome sex bias.	X			X*		
.sec. 136 - funds to States for overcoming sex bias.	X			X*		
-sec. 132(a)(3) - authorizes vocational programs for students with limited English-speaking ability.	X				X*	
-sec. 150(a) - gives wide authority to States for supporting efforts to provide better consumer and homemaking awareness to various populations, especially the disadvantaged.	X			X*	X	X
-sec. 181 - gives wide authority to USOE to improve bilingual vocational education programs.	X*			X	X	X

*Denotes key decision point

Vocational Education Act P.L. 94-482	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
II. Diverse Learning Environments A. Education Program Development 3. Materials/Technology	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 191 - authorizes emergency assistance for updating urban and rural educational facilities and equipment to assure that quality vocational education programs can be provided.	X*				X	

*Denotes key decision point

Vocational Education Act P.L. 94-482	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
II. Diverse Learning Environments A. Educational Program Development 4. Flexible Structures				State Option	Local Option	Oth
-sec. 121 - authorizes work-study programs.	X			X	X*	
-sec. 122 - authorizes cooperative education programs.	X			X	X*	
-sec. 124 - authorizes residential vocational schools with special consideration given to youth from large urban areas.	X			X*	X	

*Denotes key decision point

Vocational Education Act P.L. 94-482	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 5. Counseling/Diagnostic Testing	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 134(a) - authorizes exemplary vocational counseling programs.	X			X*	X	

*Denotes key decision point

Vocational Education Act P.L. 94-482 II. Diverse Learning Environments A. Educational Program Development 6. Incentives for Students	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 121(a) - authorizes work study programs.	X			X*	X	X
-sec. 122 - authorizes cooperative education programs.	X			X*	X	X

*Denotes key decision point

P.L. 94-482 Vocational Education III. Diverse Learning Environments Professional Development (General Authority)	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
Part A - State Plan						
Sec. 135(a) - authorizes in-service training for all vocational education programs.	X			X*	X	
Sec. 171(a)(2)(B) and (3) - specify activities of a national center for research in vocational education, including leadership development and training programs.	X*					
Sec. 172 - authorizes federal discretionary grants for training and development programs for all vocational education personnel - including persons with vocational skills who do not have baccalaureate degrees.	X*				X	

*Denotes key decision point

P.L. 94-782 Vocational Education Act	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments B. Professional Development 2. Staff Training	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 134 - authorizes training programs for vocational guidance counselors.	X			X*		
-sec. 172 - authorizes training and development programs for vocational education personnel.	X			X	X*	
-( ) - need authorization for provision of brief training to uncertified personnel who have vocational skills to impart, and do not want permanent teaching credential - sec. 172(a)(3) - comes close to granting that authority.			X*			

*Denotes key decision point

Vocational Education Act P.L. 94-482	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments B. Professional Development 3. Staff Incentives	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 172(b) authorizes federal discretionary grants for leadership development awards - with paid stipends.	X*					X

*Denotes key decision point

Vocational Education Act P.L. 94-482 III. School Community Development A. Networking 2. Incentives for Outreach a. Reimbursement/Tax Credits	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 122(c) - authorizes reimbursement for added costs to employers for on the job training of students in cooperative education programs.	X			X	X*	X

*Denotes key decision point

Vocational Education Act P.L. 94-482 III. School Community Development A. Networking 2. Incentives for Outreach b. Federal/State Convening Authority	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Adminis-trative Priority	make Regula-tions Entry	push Legis-lative Change			
-sec. 105(a) - authorizes State and local advisory councils, which are obligated to hold public meetings.	X			X*	X*	
-sec. 107(a)(1)(J) and (2) - details a process of meetings and public hearings on the development of five year State plans.	X			X*		
-sec. 162(a) - describes the composition and function of the National Advisory Council and (b)(5) authorizes hearings and other activities necessary for it to perform its duties.	X*					
-sec. 108(a)(1)and (2) - detail a process of meetings and a public hearing on the annual planning and accountability report.	X			X*		

*Denotes key decision point.

Vocational Education Act P.L. 94-482 III. School Community Development A. Networking 4. Business/Labor/Industry	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 134 - encourages the participation of volunteers from business, labor, industry, the professions, etc. in the counseling of students.	X			X*	X	X

*Denotes key decision point

Vocational Educational Act P.L. 94-482	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
III. School Community Development A. Networking 6. Public/Private School Cooperation	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec 171(b)(2)(a) - requires participation of private school children in contracts and grants issued under the authority for programs of national significance.	X*				X	X
-Sec. 140(b)(2) - requires participation of private school children in grants for special programs for the disadvantaged.	X			X*	X	

*Denotes key decision point

Vocational Education Act P.L. 94-482 / III. School Community Development A. Networking B. School Facility Usage	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-the entire act encourages the provision of vocational education, counseling services, etc. to out of school youth, women, and others, particularly in economically depressed areas with high unemployment rates.		X		X*	X*	X

*Denotes key decision point

Vocational Education Act P.L. 94-482 III. School Community Development B. Coordinated Youth Services 2. School/Work Services	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 106(a)(4) - requires State plans to assure coordination between CETA and other relevant community programs.	X			X*	X	
-sec. 132(a)(4) - authorizes exemplary and innovative cooperative arrangements between public education and manpower agencies	X			X*	X	X

*Denotes key decision point

Vocational Education Act P.L. 94-482 III. School Community Development B. Coordinated Youth Services 2. School/Work a. Computerized Information	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change			
-sec. 161(a)(1)(2) and sec. 161(b)(1)(2) - delineates the responsibilities of the National and State Occupational Information Coordinating Committees to coordinate the delivery of occupational information and manpower projections. The composition of the National committee shall include persons from the Department of Labor's Employment and Training Office, the Bureau of Labor Statistics, USOE and others.	X					X*

*Denotes key decision point

Vocational Education Act P.L. 94-482	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
IV. School Finance and Red Tape A. Finance Equalization 1. "urban weighting"	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 106(a)95)(A)(i) - requires States to give priority to LEAs located in economically depressed areas and areas with high rates of unemployment.	X	—		X*	X	
-sec. 140 - authorizes grants to States to assist them in conducting special programs for the disadvantaged.	X			X*	X	

*Denotes key decision point

Vocational Education Act P.L. 94-482	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
IV. School Finance and Red Tape A. School Finance Equalization 3. Discretionary grants	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 132(a) - authorizes States to make grants for exemplary and innovative programs.	X			X*	X	
-sec. 171(a)(1) - authorizes broad discretionary grants for national leadership.	X*			X	X	X

*Denotes key decision point

Vocational Education Act P.L. 94-482	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
V. Research and Dissemination (Special Concerns)	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 131 - describes the levels of vocational education research, and dissemination authorized by the Congress.	X			X*	X	
-sec. 182(a)(1) - the Commissioner and the Secretary of Labor shall develop and disseminate information on the status of bilingual vocational training.	X*					

*Denotes key decision point

Education for the Handicapped

The goal of the Handicapped Program is to provide a free appropriate public education for all handicapped children. The Act (P.L. 94-142) amends P.L. 91-380 and P.L. 91-230. It recognizes a need for improving handicapped education programs and instruction. Nearly 4 million children were served in the 1978-79 school year.

The State grant program using approximately 78 percent of the Bureau of Education for the Handicapped's (BEH) total FY 1979 appropriation of almost $1 billion allocates funds to States on a formula basis. Other Handicapped education programs support teacher training, media and other technical resources, the development of special programs for the deaf, the blind, and the severely handicapped, and general innovation efforts. Information on the funding impact of P.L. 94-142 on urban secondary schools is not available. Urban high school managers made it clear that the high costs incurred in fulfilling Federal mandates for barrier removal, mainstreaming of handicapped children and individualized educational plans (IEPs) are not met by the Federal dollars reaching the schools. This they attribute to inadequate Congressional appropriations, as well as excessive set-asides for Federal, State and local district administration of the program. Technically, there are no Federal local "set-asides" in the State grant program and as a matter of fact State asides are only 5 percent or $200,000.

It is not surprising, then, to find the expensive Federal mandates resisted at the school site by some, although the "spirit" of the law is almost universally endorsed. The philosophy behind mainstreaming and IEPs is one many progressive educators have long been trying to apply to the total public school system. Semblances of the IEP concept can be seen in parts of the Education Amendments of 1978, Titles I and II, (Sec. 129) and (Sec. 222(d)(1)) respectively. BEH has long recognized the need for strong school community links. Implementation of the following recommendations will be considered by the Bureau's special urban initiative.

Recommendations for Federal Administration of the Education for the Handicapped

1. Do an overall assessment of the program's impact on urban secondary schools;
2. Highlight the need for continued growth and replication of existing networks of support for the handicapped. Strengthen school linkages to the local disabled adult community, particularly handicapped workers, in order to provide role models for handicapped students and advice to educators and non-handicapped students;
3. Utilize the services of the local branch of the State's Division of Vocational Rehabilitation during the high school careers of handicapped students;

4. Conduct needs assessments and research to determine best possible curricular materials and instructional methods for educating the handicapped in urban secondary schools. Use existing networks to disseminate findings to practitioners nation-wide.

Handicapped Education P.L. 94-142 II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-authorizes funds for education of the handicapped	X			X	X*	

*Denotes key decision point

P.L. 94-142 Handicapped Education	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Program Development 4. Flexible Structures	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 612(5)(B) - requires that procedures to assure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.	X			X	X	

Denotes key decision point

Handicapped Education Act P.L. 94-142	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 5. Counseling/Diagnostic Testing	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Oth
-sec. 614(a)(5) - requires individualized educational plans for all handicapped children.	X			X	X*	
-sec. 612(5)(C) - requires procedures to assure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of handicapped children will be selected and administered so as not to be racially or culturally discriminatory.	X			X	X	

*Denotes key decision point

P.L. 94-142 Handicapped Education II. Diverse Learning Environments B. Professional Development (General Authority)	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 613(a)(3) - the State plan shall include general authority for the SEA and LEA to train school personnel for handling handicapped programs.	X			X*	X	

*Denotes key decision point

P.L. 94-142 Handicapped Education Act	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
III. School Community Development A. Networking 3. Parent/Volunteer Involvement	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 614(a)(1)(C),(4) and sec. 615(b)(1)(A),(D) - require consultation and participation of parent in devising educational plans of handicapped children.	X			X	X*	

*Denotes key decision point

Handicapped Education Act
P.L. 94-142

III. School Community Development A. Networking 6. Public/Private Cooperation	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 613(a)(4)(B) - provides for the participation of private school children.	X			X*	X	

*Denotes key decision point

Handicapped Education Act P.L. 91-230 V. Research and Dissemination (Special Concerns)	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 624 - describes the research and dissemination activities authorized in the area of handicapped education. (Leave out asterisk. Can be Federal discretionary funded program.)	X		X	X*	X	X

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*Denotes key decision point

The Higher Education Act

The Higher Education Act of 1965 (HEA) as amended under P.L. 94-482 in 1976 authorizes several programs relevant to urban secondary education. They include the special programs for students from disadvantaged backgrounds (called TRIO programs): Upward Bound, Talent Search and Educational Opportunity Centers; Education Information Services; student loan cancellations for certain public service such as teaching the disadvantaged; Teacher Corps; and the Teacher Centers. The latter two programs are in the Bureau of School Improvement. The others are administered by the Bureau of Higher and Continuing Education with the exception of the student loan program.

Also of potential significance to urban secondary education is a bill in Congress (H.R. 3181) aimed at enacting Urban Grant University legislation as part of the current reauthorization of the Higher Education Act. The program, a proposed new Title XII of HEA, would provide funds to designated urban universities so that those institutions could use their expertise to help their local governments solve city problems - a type of consultant service contract for technical assistance. The public school system could clearly be one municipal entity eligible for and in need of free outside advice, particularly on how to improve networking in the community and coordination with other public agencies and local government.

Higher Education Act P.L. 94-482 National Defense Student Loan Program	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments B. Professional Development 3. Staff Incentives	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 465(a) - teachers in elementary and secondary schools with high concentrations of poverty children are eligible for cancellation of federally financed student loans based on years of service.	X					X*

*Denotes key decision point

Higher Education Act P.L. 94-482	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development B. Coordinated Youth Services (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-support passage of an amendment to the Higher Education Act authorizing grants to urban universities. The grants would support the provision of technical assistance to local urban governing agencies including public school systems.			X*			

*Denotes key decision point

Special Programs for the Disadvantaged: Upward Bound, Talent Search, and Educational Opportunity Centers

These programs, authorized under Title IV of HEA, are designed to assist youths from low-income families who have sufficient academic potential to warrant future acceptance at institutions of higher education (IHEs). Particular attention is focused on youth who would otherwise lack adequate secondary school preparation. The programs also give a priority to helping youth overcome severe rural isolation.

Originally an Office of Economic Opportunity (OEO) Program, Upward Bound has been operational since 1965. It provides project grants, principally through institutions of higher education to recruit and counsel disadvantaged high school students with academic potential. In exceptional cases, grants can be made to secondary schools.

Upward Bound differs from Talent Search and Educational Opportunity Centers in that it calls for "substantially full-time participation" by enrollees (Sec. 417 B(b)(2)) and small monthly stipends in order to generate the educational skills and motivation necessary for success in a postsecondary school. All three programs provide counseling, educational and financial aid information and assistance with the admissions process. Talent Search focuses on recruiting qualified youth, while Educational Opportunity Centers concentrate on providing information and educational counseling services. The centers which can be operated by non-profit agencies also provide remedial tutoring.

The total appropriation for FY 1979 reached nearly $85 million, most of which goes to IHEs for Upward Bound programs.

The grants are distributed across the country. Program managers estimated in 1978 that approximately half of the total funds went to urban areas. The separate projects tend to be entrenched politically and programmatically.

The Annual Evaluation Report on USOE programs of FY 1977 stated unequivocally that Upward Bound does have a large positive influence on postsecondary entrance (p. 267). Participating students give a high rating to the curriculum, counseling and tutoring. Unfortunately, individual projects serve a relatively restricted area at a high cost per student. Talent Search and Educational Opportunity Centers serve more students but provide them with less service at far lower cost per participant. A related program, Special Services for Disadvantaged Students gives similar help to youth enrolled in IHEs.

Education Information Centers

Administered by the Community Services Branch of BHCE, Education Information Centers were authorized in 1976 to provide educational information, guidance, basic skills instruction, counseling, placement, and referral services to individuals. The legislation (Sec. 418) is similar but broader in scope than the TRIO programs described above. The centers are grounded in the philosophy of "lifelong learning," thus they assist people interested in continuing education and acquiring skills for re-entry into the job market.

Recommendations for Higher Education Act Programs Administered by the Bureau of Higher and Continuing Education (BHCE)

1. Raise proportion of low-income students participating in TRIO programs beyond the two-thirds mandated by Congress.

2. Support enactment of HR 318 (the Urban Land Grant Amendment) with language encouraging the provision of technical assistance to inner city public schools.

3. Share exemplary secondary compensatory education models with urban school districts and Federal administrators of ESEA Titles I, II, IV-C and VI, the National Diffusion Network and others.

Higher Education Act P.L. 94-482 Talent Search, Upward Bound, Educational Opportunity Centers II. Diverse Learning Environments A. Educational Program Development 2. Curricula c. special needs	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 124(a) - (amending sec. 417 of the previous act) - authorizes grants to provide special programs for talented students from low-income families encouraging them to continue in postsecondary education, and to dropouts wishing to continue their education beyond secondary schools.	X					X*

*Denotes key decision point

Higher Education Act P.L. 94-482 Education Opportunity Centers Education Information Centers II. Diverse Learning Environments A. Educational Program Development 5. Counseling/Diagnostic Testing	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	 Is Open make Regulations Entry	 Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 124(a) (amending sec. 417 of the previous act) - authorizes counseling assistance to persons from low-income populations applying to a program of post-secondary study in areas where Educational Opportunity Centers have been established.	X					X*
-sec. 125 (amending sec. 418 of the previous act) - authorizes the establishment of Education Information Centers to provide educational information, guidance, counseling and testing services for all individuals.	X			X		X*

*Denotes key decision point

Higher Education Act P.L. 94-482 Upward Bound, Talent Search, Educational Opportunity Centers II. Diverse Learning Environments A. Educational Program Development 6. Incentives for Students who Excel	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-sec. 124(a) (amending sec. 417 of the previous act) - authorizes special programs to assist to academically talented youth from low-income families to continue on to postsecondary education. Remedial course work, financial aid, educational information and counseling are authorized.	X				X	X* (IHES)

*Denotes key decision point

Higher Education Act P.L. 94-482 Upward Bound, Talent Search, Educational Opportunity Centers III. School Community Development A. Networking 7. Higher Education Involvement	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 124(a)(in amending sec. 417 of the previous act) - the so called TRIO programs are all predicated upon IHE involvement in the secondary education process to help disadvantaged youth realize their potential.	X*				X	X (IHE)

*Denotes key decision point

Higher Education Act
P.L. 94-482
Educational Opportunity and Information Centers

III. School Community Development
B. Coordinated Youth Services
2. School/Work
a. Computerized Information

	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 124(a) (amending sec. 417B(b)(4) of the previous act) - authorizes educational information services in low income areas.	X			X		X*
-sec. 125 (amending sec. 418) - authorizes the provision of information and referral services on job placement, retraining opportunities, etc.	X			X		X*

*Denotes key decision point

HEA Title V: Education Professional Development: Teacher Corps and Teacher Centers

Only Teacher Corps has survived the decimation of the original Title V enacted in 1965. The Teacher Centers program was established in the Education Amendments of 1976 (P.L. 94-482). Federal administration of these two programs was recently placed in the new Bureau of School Improvement (BSI).

Teacher Corps

The goals of Teacher Corps are to improve preparation of present and future teachers of children from low-income families and to improve teacher training programs in colleges of education. The current surplus of teachers has caused the program to direct its energies more toward inservice training.

The bulk of the $37.5 million FY 1979 appropriation is granted to projects conducted jointly by institutions of higher education (IHEs), local school districts and community councils. The projects are five years in duration with fund reductions in the fourth and fifth years to foster local institutionalization of successful practices.

Teacher Corps projects offer integrated training and support at the school site mainly to teaching interns and experienced teachers. A conceptual cornerstone of the effort to improve educational opportunities in low income schools has been the promotion of innovative instructional techniques, curricula and settings, including out of school experiences.

The Teacher Corps program has continued to evolve. It now recognizes that a school is a social system - one that requires participation of all of the interacting parts in the change process. Rather than relying solely on isolated groups of teachers, the legislation now authorizes training of other educational personnel, including volunteer tutors. It also mandates the participation of community councils in project decision making, a major recommendation for urban high school reform, albeit one that is difficult to implement. Another projected change in focus would link clusters of schools within a district, by mitigating the long-time elementary school emphasis; (approximately 80 percent of the FY 1977 projects were expended on elementary school children). The program would promote linkages between "feeder schools" and the senior high school.

Resistance to change in many schools and colleges of education has been one of the major difficulties incurred by the program. Getting the especially trained teachers to stay in low-income schools has also been problematic. Nevertheless, program evaluation have consistently concluded that Teacher Corps has strengthened the educational opportunities for participating children. Corps members used more individualized instruction, new teaching methods and expanded classroom and extracurricular activities. The projects can also take credit for improved attendance, attitudes towards school and parent participation.

Significantly, Urban High School Reform conference participants called for extending the Teacher Corps model to more secondary schools. Teacher Corps has the authority to promote awareness of the need for high school involvement, to train project leaders and to provide technical assistance through contracts, especially to help establish community councils.

Recommendations for Federal Administration of Teacher Corps

1. Give a high priority to applications that would extend Teacher Corps projects to the urban high school, preferably by continuing to emphasize the feeder school or cluster approach;
2. Promote inclusion of leadership training in the teacher corps projects - especially for faculty heads and/or principals. An alternative is to support legislative change in the reauthorization of HEA that would give a separate mandate for school-site administrator training;
3. Push for a strong decision-making role for the community councils;
4. Share educational program successes with key elementary/secondary programs, the National Diffusion Network and State education agencies;
5. Assemble a change agent team of master teachers with urban secondary school experience. The team should be "on call" to assist inner city schools with teacher retraining and curriculum reform.

Teacher Centers

The goals of the Teacher Centers program are to give teachers an opportunity to develop curricula and to design inservice training that fit local needs. A Teacher Center can serve a single school district, a region, or even an entire State. It is mandated by law that each center be supervised by a policy board comprised largely of local elementary and secondary classroom teachers. It is this emphasis on local teacher control that Urban High School Conference participants found laudatory in principle and effective in practice. A Teacher Center is intended to be a resource for all local teachers to use on a voluntary basis.

The new Teacher Center program (first funded in FY 1978) with a FY 1979 appropriation of more than $12.6 million awards most of its grants to local educational agencies. By regulation, 10 percent of the appropriation is set aside for institutions of higher education. Another 10 percent of FY 1979 funds were allocated to States for administration of the program. About one-fifth of the first year's multiyear grants went to urban school districts.

Recommendations for Federal Administration of Teacher Centers

1. Give a high priority to local applicants that serve low-income areas and include a strong secondary school component;

2. Give a priority to proposals that include teacher training for use of community resources in school based programs;

3. Share exemplary educational programs developed under the aegis of Teacher Centers with key elementary and secondary programs, the National Diffusion Network and State Education Agencies;

4. Evaluate the impact of local Teacher Center Policy Boards and their curricular activities on formal LEA program development and administration;

5. Evaluate the differential impacts of local, regional and State Teacher Centers - especially the extent of "crossfertilization" and networking.

Higher Ed. Act P.L. 94-482 Title V, A Teacher Corps	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
I. Shared Decision Making A. School Site Councils	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 152(e)(1) - (in amending sec. 513 of the previous act) - where LEA is involved in the training of teachers under Teacher Corps auspices, funds must be used to establish a parent/community council.	X				X*	
-sec. 152(e)(2) - (in amending sec. 532 of the previous act) - mandates that such council participate in the planning, implementation and evaluation of the project.	X				X*	

*Denotes key decision point

P.L. 94-482 Higher Education Act Title V-B Teacher Centers II. Diverse Learning Environments A. Educational Program Development (General Authority)	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 532 - authorizes teacher initiated curriculum development.	X				X*	

*Denotes key decision point

P.L. 94-482 Higher Education Act Title V: A Teacher Corps	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments B. Professional Development 1. Management Training	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-Title V may be authorized to include training for school administrators.			X			
-Part A (Teacher Corps) sec. 152(a)(2)(b)(2) - existing law (being reauthorized) permits LEAs to train educational personnel other than teachers.)		X			X*	

*Denotes key decision point

P.L. 94-482
Title V
A. Teacher Corps
B. Teacher Centers

II. Diverse Learning Environments
B. Professional Development
2. Staff Training

	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Oth
-sec. 152(b)(2) (in amending sec. 513(a) of the previous act) - authorizes federal grants to LEAs and IHE, for the in-service and pre-service training of teachers, teacher aides and others.	X				X*	
-sec. 153(a)(in amending sec. 532(a)(2)(B) of the previous act) - authorizes grants to LEAs for the planning and operation of in-service teacher training activities under the governance of local teachers.	X				X*	

*Denotes key decision point

HIGHER ED. Act P.L. 94-482 Title V A. Teacher Corps B. Teacher Centers	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
I. Shared Decision Making B. Professional Development 3. Staff Incentives	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 152 (in amending sec. 513(a)(3) of the previous act) - provides for in-service training at local IHEs and for release/leave time for training program.	X				X*	
-sec. 153 (in amending sec. 532 of the previous act) encourages the development by teachers of teacher initiated educational improvements.	X				X*	

*Denotes key decision point

Higher Education Act
P.L. 94-482
Title V -Teacher Corps

III. School Community Development
A. Networking
3. Parent/Volunteer Involvement

	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 132(e)(1),(2) - mandate the participation of parents in planning, implementing and evaluating the teacher corps project.	X*				X	X

*Denotes key decision point

Higher Education Act P.L. 94-482 V-B Teacher Centers III. School Community Development A. Networking 6. Public/Private School Cooperation	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
Sec 532(a)(2) - authorizes the participation of non-public school teachers.	X*				X*	

*Denotes key decision point

Higher Education Act P.L. 94-482 Title V - A - Teacher Corps B - Teacher Centers III. School Community Development A. Networking 7. Higher Education Involvement	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-Part A - Teacher Corps legislation rests on collaboration between LEAs and IHEs to help develop strong teachers in schools with large disadvantaged populations.	X*				X	X (IHE)
-Part B - Teacher Centers						
-sec. 153 (in amending sec. 532(b) of the previous act) - mandates the participation of an IHE representative on the center policy board.	X*				X	X

*Denotes key decision point

Higher Education Act P.L. 94-482 Title V-B Teacher Centers IV. School Finance and Red Tape A. Finance Equalization 3. Discretionary Grants	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 532(a)(1) -authorizes grants to LEAs for the establishment of Teacher Centers.	X*				X	

*Denotes key decision point

Higher Education Act P.L. 94-482 Title V-B Teacher Centers V Research and Dissemination (General Authority)	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 532(a)(2)(A) - describes the research, development and dissemination activities authorized by Congress.	X				X*	

*Denotes key decision point

General Education Provisions Act (GEPA)

The general provisions concerning Federal education programs are set forth under P.L. 90-247 and are amended with great regularity. Title XII of ESEA (P.L. 95-561) discussed earlier, presents the latest Congressional modifications. Comprehensive changes will be necessary upon final passage of Department of Education (DOE) legislation. Current GEPA law describes the duties and prerogatives of the Office of Assistant Secretary for Education (ASE), the U.S. Office of Education, the National Institute of Education (NIE) and the National Center for Education Statistics (NCES) all of which will become part of any new DOE. Authorities for technical assistance, national leadership, convening, planning and evaluation, dissemination and research are presented under the current structure.

U.S. Office of Education

In establishing the Urban High School Reform Initiative, the Commissioner of Education used his general authority to establish special activities. The Initiative was able to undertake leadership activities in urban secondary education, including the development of experimental efforts, the convening of conferences and the production of reports. The Commissioner also has the right to form advisory councils to address timely issues (Sec. 442).

The Commissioner can give direction to programs through the promulgation of regulations, for example, the funding criteria that are published in the Federal Register. Section 427 requires the Commissioner to issue regulations to increase parental involvement in appropriate Federal programs.

The Collection and Dissemination of Information (Sec. 422) mandates that SEAs, LEAs, and the general public be informed about Federal programs. In addition, Technical Assistance (Sec. 426) authorizes Federal help to participating educational agencies. There are many ways to provide assistance, such as through workshops, mailings and direct site visits.

The modifications of GEPA in P.L. 95-561 (Title XII) reflect obvious Congressional and constituent concern over school finance equalization and paperwork control. Attempts to mitigate excessive regulation and red tape by legislating program consolidation and/or block grants were rejected by significant members of Congress. They were afraid that populations in need would be neglected without categorical targets. Thus, the provisions prohibiting consolidation and commingling of funds still stand (Sec. 421 A).

NOTE: Recommendations for USOE Administration are presented in comprehensive Policy Recommendations; Chapter Four of the Final Report.

General Education Provisions Act
P.L. 91-230
USOE

III. School Community Development A. Networking 2. Incentives for Outreach b. Federal/State Convening Authority	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 422(a)(2) - authorizes activities to inform the public on federal education programs.	X*					
-sec. 442(a) - gives the Commissioner authority to form advisory councils to address timely issues.	X*					

*Denotes key decision point

General Education Provisions Act P.L. 91-230 USOE	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development A. Networking 3. Parent/Volunteer Involvement	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 427 - gives the Commissioner authority to promote parent involvement through regulations.	X*					

*Denotes key decision point

The National Diffusion Network (NDN)

NDN is operated under GEPA Section 422. The program can be highly relevant to urban secondary education. NDN is a nationwide system that promotes the adoption of proven educational models. The goal is to help local educators improve programs efficiently and economically through sharing educational success. NDN links LEAs, SEAs and others in the dissemination process. Programs developed in one school setting and proven effective can be used in other districts facing similar educational problems.

NDN, with appropriations reaching up to $11.5 million in FY 1979, helps support a network of facilitators and developer demonstrators of exemplary programs accepted by Federal Joint Dissemination Review Panel (JDRP). NDN funds school districts adopting its programs at a fraction of the cost it would take for the district to design and implement its own program.

Although it has had considerable success in many areas, including urban elementary schools, NDN has not been able to penetrate urban secondary education as effectively as desired. Due to a combination of lack of suitable programs, urban secondary school resistance, and Network unfamiliarity with urban high schools and their problems - adoption rates have been low. The program, in cooperation with the Urban High School Reform Initiative has been making a special effort to improve interaction with urban secondary schools. The positive results of this emphasis are presented in the summary of Urban High School Reform Initiative Pilot Activities and in a continuation of the urban priority in the NDN plans for FY 1980.

Recommendations for Federal Administration of National Diffusion Network

1. Continue emphasis on improving urban secondary school participation in the program;

2. Collaborate with other Federal programs in an effort to get more exemplary urban secondary school models accepted or Federal diffusion;

3. Recruit urban specialists for Network Operation and/or for training of current facilitators;

4. Collaborate with NIE to research the readiness of urban secondary school districts to adopt or adapt proven, exemplary educational practices.

General Education Provisions Act P.L. 93-380 National Diffusion Network	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
V. Research and Dissemination (General Authority)	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-sec. 422(a) - mandates USOE collection and dissemination of information.	X					

*Denotes key decision point

National Institute of Education (NIE) and National Center for Education Statistics (NCES)

GEPA (Sec. 405) gives wide authority to NIE to strengthen, review and reform the practice of education as an art, science and profession, and to establish an effective educational research, development and dissemination system. NIE is required to have as research and development priorities;, basic skills, school finance and management; equal educational opportunity for minorities, the poor and women; and school to work issues. Educational networking has been receiving substantial NIE attention of late as a means for addressing some of these problem areas. NIE has authority similar to that of USOE for informing its constituents. It has a strong dissemination arm. Its Regional Laboratories have, for example, held several major conferences over the last year on urban education.

It should be noted that NIE uses little of its approximately $90 million FY 1979 appropriation for grants to local schools for curriculum development or site-specific research. Its orientation is broader. Funds are generally not allocated to school districts for actual educational activities, demonstration or otherwise. Some technical assistance can be provided through contracts or through Regional Laboratories. NCES is also a strictly national operation. Authorized under GEPA (Sec. 406 its primary purpose is to collect and analyze educational data, and to disseminate the results of its surveys.

Recommendations for Federal Administration of NIE and NCES

1. Do a complete analysis of "muncipal overburden" in school finance studies;

2. Do research on adolescent learning patterns, particularly with reference to basic skills acquisition at the secondary level;

3. Investigate whether network intervention strategies are effective in urban secondary education reform;

4. Continue studies of differential impact of small secondary schools versus large secondary schools. Include assessment of alternative structures such as schools within schools and schools without walls;

5. Do studies of the impact of school environment on secondary school outcomes;

6. Follow-up High School '77 general secondary school survey with an urban specific secondary school study;

7. Improve utilization of research and development findings in urban secondary schools. The processes used in the Research and Development Utilization (RDU) projects may be applicable;
8. Work with NDN to research the readiness of urban secondary schools to adopt or adapt proven, exemplary educational practices;
9. Consider research on brain growth spurts as they relate to learning, especially its relationships to the dropout phenomenon.

General Education Provisions Act P.L. 94-482 NIE II. Diverse Learning Environments A. Educational Program Development 2. Curricula a. basic skills	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 403(a) (amending sec. 405(b)(2)(A) of the previous act) - puts a high priority on research and development in basic educational skills.	X*					

*Denotes key decision point

General Education Provisions Act P.L. 94-482 NIE	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 2. Curricula b. school/work	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 403(a) - '(amending sec. 405(b)(2)(D) of the previous act) - puts a high priority on research and development in career preparation.	X*					

*Denotes key decision point

General Education Provisions Act P.L. 94-482 NIE III. School Community Development A. Networking (General Authority)	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 403(a) (in amending sec. 405 of the previous act) - gives wide authority to NIE to pursue research and development activities to improve education. A recent research priority has been educational networking in the community.	X*				X	X

*Denotes key decision point

General Education Provisions Act
P.L. 92-318
NIE

III. School Community Development
A. Networking
2. Incentives for Outreach
b. Federal/State Convening Authority

	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 403(c) (in amending sec. 405(e)(1)(2), of the previous act) authorizes activities to disseminate information.	X*					
-sec. 403(f)(2) (in amending sec. 405(f)(2) of the previous act) authorizes regional education laboratory dissemination activities, which have, in fact, included National and regional conferences on specific concerns, (notable among them is Urban Education).		X				X*

*Denotes key decision point

General Education Provisions Act
as amended by P.L. 94-482
NIE

IV. School Finance and Red Tape
A. School Finance Equalization
(General Authority)

	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-sec. 403(a)(2) (in amending sec. 405(b)(2) of the previous act) - requires NIE to make the problems of school finance and management a major priority.	X*					

*Denotes key decision point

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General Education Provisions Act P.L. 93-380 NIE V. Research and Dissemination (General Authority)	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
405 describes the authority of NIE	X*					
-sec. 403(a)(2)(A) (in amending sec. 405(b)(2) of the previous act) - puts a high priority on improving dissemination, knowledge gained from research and development, and ways of making findings useful to practitioners.	X*					

*Denotes key decision point

GEPA P.L. 93-380 National Center for Education Statistics	FEDERAL LEGISLATION:					
	Permits	Is Open	Does not Encourage			
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
V Research and Dissemination (General Authority)				State Option	Local Option	Other
-sec. 406(b) - mandates that NCES (1) collect and disseminate educational statistics, and (2) conduct special analyses of the import of such statistics.	X*					

*Denotes key decision point

General Education Provisions Act as amended by P.L. 94-482 NIE V. Research and Dissemination (Special Concerns)	Permits USOE ACTION: make Administrative Priority	Is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-sec. 403(a) (in amending sec. 405(b)(2) of the previous act) - puts a high priority on research and development needs in (a) basic skills; (b) finance and management; (c) career preparation.	X*					

*Denotes key decision point

Other Federal Agencies

In addition to the more than 130 education related programs administered by USOE there are another 250 or so scattered among 40 different Federal agencies. The establishment of a Department of Education (DOE) should reduce some of this fragmentation, however, many important programs will remain in their current homes. As for relevance to urban secondary education, some local urban school district Federal/State coordinators indicated that Department of Labor programs may have more impact than any OE programs. The Law Enforcement Assistance Administration in the Department of Justice has also been involved with urban education to counteract school crime and violence. The following section will describe other Federal Agency programs that could support aspects of urban secondary school reform.

Federal programs and some quasi-Federal enterprises that give substantial aid to cities are listed (non-comprehensively) at the end of this section. Although the President's Urban Policy Initiatives of 1978 did not have a large educational component, some of the money allocated for mass transit, health services, jobs, tax incentives, rehabilitation of old buildings; neighborhood cultural projects, and urban parks may have spillover benefits for the schools.

Related Federal Legislation

Two pieces of legislation that affect the administration of all Federal programs are worth noting. The Intergovernmental Personnel Act of 1970 authorizes Federal, State and Local personnel exchanges and details. Federal employees can assist LEAs and reacquaint themselves with local school conditions. Local personnel can gain familiarity with Federal programs.

The Joint Funding Simplification Act authorizes single State and local education agency and non-profit organization applications for multi-program or multi-agency grants. Under the law, a single Federal Agency can be designated to act as liaison with the applicant in the case of cross-agency or cross-bureau grants. The Act will be implemented where applicable within the U.S. Office of Education by the Bureau of School Improvement, which houses small discretionary program for elementary and secondary education.

Another piece of legislation relating directly to education is the Federal Tax Amendments of 1978. It improves and clarifies Federal tax incentives for private firms participating in cooperative education projects with local schools.

NOTE: No specific recommendations will be offered for these outside agencies. To do so would be presumptuous of this internal USOE initiative, but the entire report will be distributed to these other agencies.

Intergovernmental Personnel Act of 1970	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments B. Professional Development 1. Management Training	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
- the act authorizes Federal, State and local personnel exchanges and details. Federal employees could assist LEAs, and reacquaint themselves with local school conditions. Local managers could benefit from government experience.	X*			X	X	X

*Denotes key decision point

Mutual Education and Cultural Exchange Act P.L. 83-480: Teacher Exchange	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
II. Diverse Learning Environments B. Professional Development 3.* Staff Incentives	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-provides the Office of Education with funds for exchanges between the U.S. and foreign countries of educators, including secondary school teachers.						

*Denotes key decision point

Revenue Act of 1978	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
III. School Community Development A. Networking 2. Incentives for Outreach a. Reimbursement/Tax Credits	USOE ACTION make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-Improves and clarifies Federal tax incentives for private firms participating in cooperative education projects with local schools.	X			X*	X	X

*Denotes key decision point

Joint Funding Simplification Act III. School Community Development B. Coordinated Youth Services General Authority	FEDERAL LEGISLATION: Permits USOE ACTION make Administrative Priority	is Open make Regulations Entry	Does Not Encourage push Legislative Change	State Option	Local Option	Other
-under the law, a single Federal Agency can be designated to act as liaison with the local applicant or grantee in the case of cross-agency or cross-bureau grants.	X*					X*

*Denotes key decision point

Joint Funding Simplification Act P.L. 93-510	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
IV. School Finance and Red Tape B. Red Tape Reduction 2. Single Applications	Adminis-trative Priority	Regula-tions Entry	Legis-lative Change	State Option	Local Option	Other
-the Act authorizes single State, Local and non-profit organization applications for multi-program or multi-agency grants.	X*			X	X	X

*Denotes key decision point

DEPARTMENT OF HEALTH EDUCATION AND WELFARE (DHEW)

Many health and welfare programs have a direct impact upon Urban adolescents. Ranging from Civil Rights to Youth Services and from Consumer Affairs to Mental Health, the catalogue of DHEW programs describes a vast array of Federal efforts to help the unserved and the underserved sectors of our society.

About 72 percent or roughly $130 billion of DHEW's FY 1978 expenditures occur in metropolitan areas with some 32 percent being spent in core cities. Spending is much higher in declining areas with higher proportions of disadvantaged citizens. Some programs are by their nature rurally oriented such as Indian Health programs, while others, such as drug abuse prevention, are concentrated in urban centers where the problems are greater.

A wide range of Human Development Services including special Youth Development filter down to the cities. The programs have considerable impact on the lives of urban secondary school students. Drug and alcohol abuse programs, teenage pregnancy prevention, anti-smoking and immunization initiatives have stressed reaching urban youth. Some commentators have deplored the plethora of child and youth related welfare programs (one count goes as high as 331 separate Federal programs).

The programs are designed primarily to help people, but they do have significant spillover effects on the vitality of neighborhoods. Many of the aid programs have dual purposes - the explicit delivery of services to individuals - and the hidden or implicit benefit of hiring others to deliver those services. Day care centers need employees; the aged and infirm are given health care and companionship by community members who help themselves by working and by strengthening their communities. In short, DHEW programs provide essential preconditions for urban revitalization; they help people survive first, in order to build better futures.

DHEW leadership responded to President Carter's urban policy principles by cutting red tape and consolidating efforts where possible; by encouraging citzen participation; by increasing opportunities for minorities and the disadvantaged; and by creating indirectly thousands of private and public sector jobs. Brief descriptions of programs that are particulary important to urban adolescents follow.

Education programs in DHEW that affect adolescents have already been discussed. It would, however, be remiss to overlook the Institute for Museum Services, which provides for coordination between museums and educational agencies. The Office of Civil Rights plays a major role in ensuring equal educational opportunities for minorities, women and others who may otherwise be underserved.

Public Health Services

Community Health Centers

The Centers, which were first funded under the Office of Economic Opportunity (OEO) in 1966, are designed to develop health services delivery capacity in medically underserved areas for people who would not otherwise receive care.

1979 Initiatives to improve Adolescent Health Services and Pregnancy Prevention will bring nearly 1,000,000 the total of adolescents served.

Maternal and Child Health

Given the increasing rates of teenage pregnancy, this program is becoming more relevant to urban adolescent populations. The 1979 Adolescent Health Services Initiative is working with this program as well.

Family Planning

The program gives priority to low-income and high-risk clients, mainly teenagers and older women. It funds training and education activities. The 1979 Initiatives will result in a 20% increase in the amount of funds directed to services for adolescents.

Health Maintanance Organizations (HMOs)

The HMO aims at health care and prevention before illnesses occur.

Disease Control Project Grants

Disease prevention funds are used for control of veneral diseases, for immunizations, and in other problem areas. Veneral disease rates have been increasing among adolescents. A special Immunization Initiative begun in 1977 has succeeded in vastly reducing the likelihood of outbreaks of measles, rubella, mumps, polio and other communicable diseases among secondary school children. The effort has been focused on underserved urban and rural school age populations.

Drug Abuse Community Programs

The reduction of drug abuse among urban teenagers, especially heroin use, is one of the objectives of this program. Funds are used for treatment rehabilitation and prevention efforts.

Alcoholism Community Programs

Projects which are in communities with high incidence of poverty and/or which serve high risk populations, such as youth, are given funding priority. Treatment, rehabilitation and alcoholism prevention programs are supported with these funds.

Health Professions Education

As part of the goal of improving the supply and distribution of health professionals, the program has a priority of giving the disadvantaged better access to health careers.

Adolescent Health Services and Pregnancy Prevention and Care Act of 1978

This is a new program designed to integrate existing teenage pregnancy programs. It gives priority to projects in low-income communities with a high incidence of adolescent pregnancy. Counseling, educational services, health care and training and employment assistance are eligible activities. One of the main objectives is to help teenage mothers stay in school.

Medical Assistance: Medicaid

Medicaid provides health care for the low-income population. 48 percent of its recipients are children, although they only require 17 percent of the budget. One of the mandatory services covered under medicaid is Early and Periodic Screening, Diagnosis and Treatment (EPSDT) services for children. EPSDT is being revised to increase the access of low-income children to regular health care.

Social Security Administration

Maintenance Assistance: Aid to Families with Dependent Children (AFDC)

Welfare payments are made to furnish financial support for needy dependent children. Families receiving AFDC are eligible for food stamps, public housing, work incentives and other services. Compensatory education allotments to local school districts are made on the basis of AFDC counts and other factors.

Human Development Services:

Social Services (Title XX)

Title XX funds pays for a wide range of services for low-income populations, including day care, job counseling, family advice, legal aid and health care. Major objectives include the protection of children and adults from abuse and neglect, and the provision of incentives to individuals to help them become or remain self-sufficient.

Child Welfare Services

The goal of the child welfare program is to prevent child abuse and where necessary to supplement or substitute for parental care with foster care. Help for run-away children is one of the program objectives.

Work Incentives (WIN)

WIN is aimed at assisting AFDC recipients to achieve self-support and leave the welfare rolls through training, work experience and direct placement. The Department of Labor administers about 60 percent of the programs's budget.

Museum Services Act III. School Community Development A. Networking 5. Cultural Agencies	FEDERAL LEGISLATION: Permits	FEDERAL LEGISLATION: Is Open	FEDERAL LEGISLATION: Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
-the Act is designed to provide coordination between museums and educational agencies.	X					X*

*Denotes key decision point

Department of Health, Education & Welfare Human Development Services Agency	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
III. School Community Development B. Coordinated Youth Services 1. Social Services	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-authorizes a wide range of social services.						

*Denotes key decision point

Department of Labor (DOL)

The Department of Labor's (DOL's) long-running Comprehensive Employment and Training Act (CETA) has been important to urban youth for some time. It has had a summer work program for high school age youth, the Summer Program for Economically Disadvantaged Youth (SPEDY). Two years ago Congress, faced with shocking data on youth unemployment-particularly for urban minority teenagers, enacted the Youth Unemployment Demonstration Project Act (YEDPA). With over $1 billion in new funds DOL assumed a very visible significance to the lives of inner city adolescents. Of special moment to school people, was the underling presumption of the failings of the public school system - YEDPA was, in effect, instituting an alternative to that system. Mindful of the inevitable conflict over "turfs," Congress mandated that local prime sponsors (who control CETA/YEDPA funds) use a minimum of 22% of Youth Employment Training Program (YETP) allocations in conjunction with the local schools.

Since its enactment YEDPA has given rise to considerable controversy. Criticized for its structure, its intent and its expense - it has nevertheless survived to become more than an experiment. Its parts are being incorporated into CETA, and its benefits will continue to flow to urban youth. Evidence of its successes is just now beginning to be documented.

DOL and DHEW have been cooperating on interagency initiatives since 1974. Twenty-one local Work Education Council projects have been spawned, but the intent to coordinate has not resulted in much else of lasting impact. The National Occupational Information Coordinating Committee (NOICC) and several State counterparts are operating under a cooperative arrangement. Leadership in Vocational Education and Career Education have attempted at various times (often not simultaneously) to reach more substantive agreements. Many conferences, workshops, task forces and joint policy statements later - DOL officers and local prime sponsors are still debating with Federal, State and local educators over when and how to award academic credit; who can best supervise which youth instructional experiences, what is a successful youth employment program - one that pays kids off now - or one that pays off for kids in the future.

Depending on who one talks to, education and labor coordination is more myth than reality or even better than what is mandated. On the one hand, some school districts receive 100% of YETP funds because prime sponsors feel they deserve more than the 22% minimum. One significant Congressman on the other hand, perceives a need for putting more teeth in the coordination efforts. He wants to set up a Federal Interagency Council with a sizable budget to use as incentives for coordination between Education (DHEW or DOE) and Labor (DOL), as well as Housing and Urban Development (HUD), Commerce (DOC), Justice (DOJ), etc.

On a final note, USOE's Urban High School Initiative has had some limited success in working with DOL's Office of Youth Training. The National Diffusion Network (NDN) was able to identify exemplary programs suitable for YETP projects, which were distributed to DOL's regional administrators and prime sponsors. NDN is trying to include more youth employability or school/work models in its catalogue of Federally approved exemplary programs. It is also asking Network State facilitators to push for the adoption of work-related educational programs in urban secondary schools.

Other Federal Agencies Department of Labor CETA II. Diverse Learning Environments A. Educational Program Development 2. Curricula b. school/work	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
USOE ACTION:	make Administrative Priority	make Regulations Entry	push Legislative Change			
-Title III of CETA formerly (YEDPA) includes the Youth Employment Training Program (YETP) which has obvious implications for the development of school/work programs. It specifically requires Primes Sponsors to set aside 22% of YETP funds for in-school projects.					X	X* (Prime Sponsor)
-( )- need education legislation authorizing collaboration with DOL/CETA.			X*			

*Denotes key decision point

Department of Labor	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 4. Flexible Structures	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-the Youth Employment Training Program (CETA - Title III) mandates a 22% set aside for school/work preparation.	X				X	X*

*Denotes key decision point

Department of Labor CETA	FEDERAL LEGISLATION:					
II. Diverse Learning Environments A. Educational Program Development 5. Counseling/Diagnostic Testing	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-The Youth Employment Training program recognizes career and vocational counseling activities as a critical component of the in-school set-aside.						

*Denotes key decision point

Department of Labor CETA II. Diverse Learning Environments A. Educational Program Development 6. Incentives for Students	FEDERAL LEGISLATION: Permits USOE ACTION: make Administrative Priority	 Is Open make Regulations Entry	 Does Not Encourage push Legislative Change	State Option	Local Option	Other
-summer employment programs, as well as in-school youth employment training programs give priority to disadvantaged youth.	X					X
*Denotes key decision point						

Department of Labor CETA III. School Community Development B. Coordinated Youth Services 2. School/Work Services	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-CETA - Title III - encouarges school/community cooperation in easing youth's transition from school to work.	X				X	X*

*Denotes key decision point

Other Federal Programs

The following section mentions briefly other Federal programs relevant to urban education.

Department of Justice: Law Enforcement Assistance Administration (LEAA)

As was referenced earlier, USOE has been able to conclude several interagency agreements with LEAA. Alcohol and Drug Abuse Education and Teacher Corps have collaborated with them on school crime and violence prevention and education of juveniles who have been in trouble with the law. The Office of Juvenile Justice and Delinquency Prevention (OJJDP), a part of LEAA, has set up a national resource center and four regional centers to help schools prevent vandalism and violence.

Department of Housing and Urban Development (HUD): Community Development Block Grants (CDBGSs)

The Community Development grants, now into their fifth year inject one of the largest single doses of Federal grant funds into troubled inner cities. With a total FY 1979 budget of $3.5 billion, CDBGs of some $30 million go to cities like Washington, D.C. The grants are to be used primarily in slum areas for revitalization and general benefits to low and moderate income areas. The program with its large budget is a target of much criticism because of alleged Federal and local mismanagement. The current administration of HUD has instituted measures to improve efficiency and effectivenees. While CDGB funds cannot go directly to the public school they could be used in neighborhood rehabilitation efforts that train and/or employ high school youth.

Other HUD programs support incentives for private sector investment, rent supplements, rehabilitation loans, favorable mortages, urban homesteading and other innovative strategies for neighborhood development.

Community Services Administration (CSA)

A related, though autonomous, Federal agency, CSA provides funds to local organizations, including Community Development Corporations, to reduce poverty through community action and economic development. Its $600 million budget is used to help areas where private investors would otherwise refuse to risk capital. CSA funds cannot be used for rehabilitation of school facilities or for regular educational programs. They can, however, be devoted to career training and literacy programs for youth, especially dropouts, drug abusers and others. Language in the Economic Opportunity Act also authorizes summer recreation programs for disadvantaged youth. Money can also be used to provide stipends to trainees. CSA does try to make its funds highlight or reinforce other Federal efforts, such as CDGBs, where possible.

ACTION

Comprised of the old Peace Corps and VISTA programs ACTION promotes volunteerism in needy areas. VISTA spends somewhat less than half of its $25 million appropriation on urban projects. Of particular interest to urban secondary education are two relatively recent developments, one positive, the other negative:

- the urban volunteer corps proposed in the President's Urban Policy Statement of early 1978 failed to muster Congressional approval;

- The National Center for Service Learning in ACTION, a new program incorporating the Old National Student Volunteer Program, offers training, technical assistance and experimental grants to high school student-run community service projects. The program is grounded in networking concepts that limit Federal intervention to facilitation and promotion of locally developed ideas. The Center will engage in a push for minority and urban area involvement fiscal year 1980. The budget of approximately $500,000 is used primarily for consultive services.

A recent upsurge in political and public interest in reviving the draft for national service has led to a series of proposed alternatives to military service. Most suggestions include strong educational components. ACTION is naturally very much involved in discussions of nationally mandated Youth Volunteer Service.

Department of Commerce (DOC): Economic Development Administration EDA)

EDA grants create jobs in economically depressed areas. Public works programs have as one of their priorities the employment of disadvantaged youth.

Department of Transportation (DOT)

DOT's main contribution to cities is made through mass transit grants. The current administration, as part of a concerted urban policy plan, has limited the use of Federal and State highway funds for suburban growth.

Department of Agriculture (DOA)

The school lunch program operated by Agriculture provide meals for children from low-income families. Although expended primarily on elementary school children, secondary school students are also eligible. Attempts to transfer the program to the proposed Department of Education failed. School lunch funds provided twenty-six (26) cents out of every Federal dollar for elementary/secondary education in 1975-76.

Department of Interior: Heritage Conservation and Recreation Service

The service runs a relevant outgrowth of the President's Urban Policy Initiative, the Urban Parks Program. Part of inner city revitalization, the program can provide employment and recreational opportunities for disadvantaged youth.

General Services Administration (GSA)

GSA, as part of the Urban Policy Initiative, is giving preference to distressed central city areas in fulfilling Federal agency facilities needs. The policy, which has spilled over to some extent to Department of Defense procurements policies, brings jobs and often renovates historic urban buildings.

National Endowment for the Arts (NEA)

A new "livable cities" program gives matching grants for neighborhood revitalization studies and planning.

Other Federal Agencies I. Shared Decision Making A. School Site Councils	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage	State Option	Local Option	Other
	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change			
HUD - Neighborhood Development Councils Community Development Block Grants	X					X
DOL - The Youth Employment Demonstration Project Act (YEDPA - now CETA, Title III) - encourages school/community cooperation in easing youths' transition from school to work.	X				X	
- a wide variety of community advisory councils are authorized.	X				X	X

*Denotes key decision point

Community Services Administration Economic Opportunity Act	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development (General Authority)	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
The Act provides funding for CSA administered summer youth recreation and physical education programs for low-income youth. Although authorized, the Act's Demonstration Employment and Training Opportunities' emphasizing disadvantaged youth was not funded in FY 1979.						X*

*Denotes key decision point

ACTION National Center for Service Learning	FEDERAL LEGISLATION:					
	Permits	Is Open	Does Not Encourage			
	USOE ACTION: make	make	push			
II. Diverse Learning Environments A. Educational Program Development 6. Incentives for Students	Administrative Priority	Regulations Entry	Legislative Change	State Option	Local Option	Other
-The new program incorporating the old National Student Volunteer program provides training and technical assistance to high school students interested in community service.						X*

*Denotes key decision point

ACTION National Center for Service Learning	FEDERAL LEGISLATION: Permits	Is Open	Does Not Encourage			
III. School Community Development A. Networking General Authority	USOE ACTION: make Administrative Priority	make Regulations Entry	push Legislative Change	State Option	Local Option	Other
-ACTION's National Center for Service Learning promotes high school student-run community service projects with publications, training and technical assistance.						X*

*Denotes key decision point

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